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ABSTRACT

This report summarizes the evaluation of California community colleges' occupational education programs for 1986-87, includes results and recommendations, and contains documentation and copies of the instruments used in the evaluation. An initial summary and recommendations section explains the evaluation methodology; summarizes the major findings concerning instruction and program offerings, use of information, provisions for special needs groups, provisions for counseling and placement, staffing, instructional equipment, facilities, materials, and budget provisions; and makes six recommendations. Other sections describe the background and purpose of the evaluation effort, explain in some detail the method used, and provide the results. The bulk of the document consists of 10 appendices, which include the Administrator Evaluation Form with tabulations; the Instructor Evaluation Form with tabulations; the Program Evaluation Form with tabulations; the Advisory Committee Respondent Form; the Student Questionnaire with tabulations; tables and summary lists; a list of 33 recognized quality indicators of occupational programs; a list of the California community colleges that submitted evaluation data; and the optical scan forms for the questionnaires used by administrators, instructors, program advisory respondents, and students. (CML)

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An Evaluation of 1986-87 Occupational Education Programs At California Community Colleges

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AN EVALUATION OF 1986-87 OCCUPATIONAL EDUCATION PROGRAMS AT CALIFORNIA COMMUNITY COLLEGES

Calvin E. Wright and Yungho Kim

Prepared for the
Vocational Education Division
Chancellor's Office
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Sacramento, California

June 1988

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The development and implementation of the California Community Colleges Occupational Education Program Evaluation System were carried out under the general direction of the Statewide Coordination and Evaluation Advisory Committee. The following individuals served as members of the advisory committee in 1986-87.

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California
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PREFACE

Evaluation of vocational education programs should be a continuing activity. Evaluation includes objective reasoning and critical analysis as well as planning, preparation, and cooperation by all parties involved.

The instruments used in the evaluation effort reported here have been developed over a considerable period of time with the assistance of a statewide advisory committee and a special subcommittee organized for this project. The instruments were field tested with a wide variety of programs and have now been adapted for optical scanning to provide rapid data entry for computer analysis.

This report summarizes evaluation activities for 1986-87 together with results and recommendations. The Chancellor's Office hopes that this system will provide the basis for continuing evaluation resulting in improvement in vocational programs throughout California.

The highlights of this report are contained in the summary and recommendations section. Details and documentation are provided in the remainder of the report and in appendices.

Special thanks are given to the members of the statewide advisory committee and the subcommittee for their contributions in developing and field testing the evaluation instruments and procedures.

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SUMMARY AND RECOMMENDATIONS

The evaluation of California Community Colleges occupational education programs was required by the 1984 Perkins Vocational Act (P.L. 98-524) and by the California State Plan for Vocational Education. In the fall of 1985 the staff at the California Community Colleges Chancellor's Office initiated a modification of the statewide occupational program evaluation system that existed at that time to meet these new requirements and more effectively identify needs for program improvement. The revised occupational education program evaluation system was implemented during April, May, and June of 1987 to obtain data for 1986-87. This report presents results from that evaluation.

Method

Evaluation instruments and accompanying instructions were drafted and subjected to extensive review and revision. They were then tried out on two community college campuses, and further refinements were made on the basis of findings from the tryouts. The four instruments used in the 1986-87 evaluation are shown in Appendices A to D.

Sixteen different 5-digit programs were targeted for the 1986-87 evaluation. Two of these 16 programs were assigned to each college. Colleges returned their completed forms between May and September 1987. Eighty-one of the 106 community colleges submitted the forms. (See Appendix I.) Usable forms were received from 165 administrators, 594 instructors, 129 program advisory committees, and 3,581 students.

The questionnaire responses were tabulated first for each college by individual 5-digit program and over all programs. Then, statewide tabulations were obtained by 5-digit program and over all programs. The results were sent to appropriate individual colleges so that they can compare their own program data with the statewide data.

Further analyses of the evaluation data were carried out to: (a) identify program strengths and needs for improvement; (b) compare the responses by administrators, instructors, and program advisory committees; and (c) compare the perceptions of full-time and part-time instructors. In addition, the comments made by administrators, instructors, and program advisory committees on the evaluation forms were summarized to identify: (a) frequently mentioned program strengths and needs; (b) significant

contributions of the advisory committees; and (c) suggestions for improving the evaluation forms and the evaluation process. Suggestions for improving the evaluation instruments were used for revising the forms for 1988-89, when they will be on optical scan forms for quick turnaround. (See Appendix J.)

Summary of Major Findings

Extensive data are presented in seven of the appendices as well as in the Results section of this report. The Results section has five parts. Part 1 presents analyses of the item responses on the administrator, instructor, program advisory committee, and student evaluation forms. Part 2 identifies potential statewide program strengths and needs for improvement based on the item response data. They are considered potential strengths or needs for improvement since a group of appropriate occupational education experts should inspect the quantitative data and decide which, on the basis of their professional judgments, should actually be considered strengths and needs. Part 3 of the Results section presents comments made on the evaluation forms. Part 4 shows the ranks of programs in terms of favorableness of item responses, while Part 5 gives results from analyzing item response data by occupational education program standard.

To assist readers of this report, the major findings are summarized below to give an overview of study results. The major findings are summarized in terms of eight areas of program concern: instruction and program offerings; use of information; provisions for special needs groups; provisions for counseling and placement; staffing; instructional equipment, facilities, and materials; budget provisions; and other findings.

Instruction and Program Offerings

- Both instructors and students gave their most favorable responses, on the average, to items about the use of measurable learner performance objectives. Responses from administrators, advisory committees, and students tended to support what was reported by instructors. A potential program strength based upon the responses from instructors is that learner performance objectives are used to evaluate student progress. A potential program strength based upon student responses is that progress in courses is evaluated in terms of the skills and competencies they are expected to learn.

- Administrators and advisory committees responded most favorably, on the average, to items associated with provisions for maintaining and/or upgrading occupational skills.
- A potential strength based upon responses by both administrators and advisory committees is that the programs do not unnecessarily duplicate a comparable program in the geographic area. Program strengths frequently mentioned as comments were that the programs meet community needs for trained workers (mentioned by advisory committees), and that there are job opportunities in the local area (mentioned by administrators and instructors).
- About two-thirds of the instructors reported that student participation in work experience (or equivalent clinical training) is not well coordinated with either classroom instruction or employer supervision. A potential need for improvement based on instructor responses is for greater student participation in related work experience or clinical training.
- A potential need for improvement based on student responses is that students were not told about employment opportunities available to them after they complete program objectives.
- Program strengths reported by students were: program instruction (clarity, approaches, methods); and practical, hands-on experiences. A weakness reported by students was the times courses are offered (mentioned by 40%). Up-to-date curriculum was a strength frequently mentioned in comments by administrators, instructors, and advisory committees.

Use of Information

- Both instructors and advisory committees reported more frequently than administrators that they did not know about data from the most recent student follow-up study. About 10% of each group reported that recent student follow-up data are not available. An additional 18% of the administrators said such data were available but no valid conclusions can be drawn from them.
- According to administrators, job performance requirements are the data most frequently used in program modification and evaluation, community training needs the least frequently used data.

Provisions for Special Needs Groups

- About 60% of the instructors reported that special services for disadvantaged and handicapped students are adequately coordinated with instruction. Forty percent said that special services to help single parents/homemakers succeed are adequately coordinated with instruction.
- According to administrators, access to and acceptance in programs is the area where the greatest emphasis has been given to eliminate sex bias and sex stereotyping.

Provisions for Counseling and Placement

- Day students having ready access to career counseling/guidance and program advisement is a potential strength identified from the responses of administrators. Weekend students not having such access was identified as a potential need for improvement.
- About a third of the administrators and instructors reported that the college does not have a central placement system for locating jobs and coordinating placement for students completing the occupational programs. Also, a third said that there are no departmental placement activities. Departmental placement activities were considered as more effective than the central placement system. The effectiveness of the central placement system is a potential need for improvement identified from advisory committee responses. Thirty percent of the students reported that job placement assistance is a program weakness.
- About a third of the administrators and over half of the instructors and advisory committees did not know the percent of program completers who desired employment who are actually employed in their field of training or in a closely related field, based on the most recent student follow-up data.

Staffing

- Twenty percent of the instructors reported that sufficient administration and/or supervision is not provided by program administrators to obtain effective program planning, operation, and evaluation.
- A potential strength identified from advisory committee responses is that the instructional staff available is sufficient to provide liaison with the advisory committee. A potential need for

improvement identified from the responses of administrators, instructors, and advisory committees is that instructional staff is not sufficient to conduct follow-up activities. An additional potential need identified from administrator responses is that instructional staff is not sufficient to conduct placement activities.

- Potential strengths identified from administrators or advisory committees are that all or almost all of the instructors: have occupational competence to teach the subject (advisory committees); have two or more years of relevant employment experience (administrators); have developed and maintained a high level of teaching competence (administrators); and have kept current in their field (advisory committees). The qualifications of instructional staff were also frequently mentioned as a program strength in the comments.
- Instructors responded least favorably, on the average, to items about inservice education opportunities. About a quarter of the instructors said no inservice education opportunities had been provided for them during the previous year. Inservice for instructors was a need frequently mentioned in comments from advisory committees.
- Instructors reported that clerical support staff are most frequently needed but administrative support staff was most frequently mentioned as being adequately available. The need for more support staff was frequently mentioned in comments made by instructors.

Instructional Equipment, Facilities, and Materials

- A potential strength identified from student responses is that equipment is safe to use. However, about a quarter of the students reported equipment as a program weakness. Instructors (about a quarter) reported more frequently than administrators and advisory committees that equipment is not properly maintained, and about half of each group said it is not sufficient in amount. All three groups frequently mentioned the need for up-to-date or more equipment in comments.
- A potential strength identified from the responses of instructors and advisory committees is that the instructional facilities used by the programs are functional. However, better facilities was a need for improvement frequently mentioned in comments from the three groups.

- A potential strength identified from instructor responses is that instructional materials are relevant to the program.

Budget Provisions

- About half of the administrators and a third of the instructors and advisory committees said that operating budget funds are adequate or very adequate. A potential need for improvement based on advisory committee responses is that operating budget funds are not adequate to support the achievement of objectives.
- Administrators, instructors, and advisory committees responded least favorably, on the average, to items about capital outlay funds. Potential needs for improvement identified from the responses of administrators and advisory committees are that capital outlay funds are not adequate for: new equipment to meet technology changes, equipment replacement, and facilities renovation.

Other Findings

- About half of the instructors and advisory committees said that the system to promote and inform the public about the programs is very effective or effective. However, better program promotion and student recruitment efforts were needs for improvement frequently mentioned in the comments of instructors as well as administrators.
- Most administrators and instructors said that there is a local advisory committee for the program being evaluated, and this was identified as a potential strength based on their responses. The committees are most frequently used for program modification and least frequently used to recommend instructional staff. Potential program strengths identified from responses of instructors or administrators are: the committee meets at least annually (instructors), and the committee is composed of a majority of industry representatives (administrators).
- Over the four respondent groups the most favorable responses were given to Dental Assisting programs, the least favorable to Clothing and Textiles programs.

Recommendations

The following recommendations are offered:

1. It is recommended that the statewide occupational education advisory committees be asked to review the summary lists of 1986-87 evaluation

form responses for individual programs as well as over all programs and assist the Chancellor's Office in establishing priorities for program improvement.

2. It is recommended that administrators of occupational education at the community colleges review the findings presented in this report in conjunction with college data sent to them in November 1987 and January 1988 in order to gain insight on how to improve their own local programs.

3. It is recommended that individual community college districts be asked to indicate in their vocational education planning documents the local needs for program improvement identified from college data provided by the evaluation system and what will be done to meet those needs.

4. The current administrator and instructor evaluation forms do not cover the types and adequacy of the services provided by colleges for special needs students (disadvantaged, handicapped, and reentry students). It is recommended that future evaluations cover the types and adequacy of the special services by either using the separate evaluation forms previously developed for this purpose, or by adding a few questions to the current administrator and instructor forms.

5. It is recommended that the 1988-89 statewide evaluation cover a greater variety of occupational programs than those covered in the 1986-87 evaluation (e.g., a minimum of three 5-digit programs in each subject area, compared with two in each subject area as in the 1986-87 evaluation) and that sampling methodology be employed to assure that a representative sample of colleges is asked to evaluate each program selected.

6. It is recommended that the statewide evaluation system be adapted to produce individual college data in a format that facilitates its use by local college staff.

INTRODUCTION

Background

The evaluation of California Community Colleges occupational education programs was required by the 1984 Perkins Vocational Act (P.L. 98-524) and by the California State Plan for Vocational Education. In the fall of 1985, the staff at the California Community Colleges Chancellor's Office initiated a modification of the statewide occupational program evaluation system that existed at that time to meet these new requirements and more effectively identify needs for program improvement.

The task of modifying the system was given to a 14-member Chancellor's Office Statewide Coordination and Evaluation Advisory Committee. In March of 1986, a contract was awarded to Educational Evaluation and Research, Inc., (EERI) to provide support services to the Chancellor's Office staff and the statewide advisory committee in the development of the instruments and procedures for the modified evaluation system. At its May 1986 meeting, the advisory committee appointed a subcommittee which would work with EERI staff to come up with a revised process and instruments.

The Subcommittee on Evaluation Instruments completed its work on the revisions by October of 1986. At a November 1986 meeting, the statewide advisory committee approved the revised instruments and process with some modifications. It also recommended to the Chancellor's Office that the revised evaluation system be implemented in the spring of 1987 for only a limited number of occupational education programs in order to determine if additional revisions were warranted.

The revised occupational education program evaluation system was implemented during April, May, and June of 1987 to obtain data for 1986-87. This report presents results from that evaluation.

Purpose of the Evaluation

The primary purpose of evaluating occupational education programs and services in the California community college system is to provide a basis for program improvement. Also, evaluation is mandated by both the state and federal governments and, consequently, it is needed for compliance purposes. In addition, evaluation is needed to address a greater responsibility called accountability.

It should be noted that the evaluation process is intended to help identify areas of strengths and needs for improvement of occupational programs at the community colleges. Statewide advisory committees will study the results presented in this report and recommend actions to be taken by the Chancellor's Office. Reports from the committees will be available for the Board of Governors of the California Community Colleges. The reports will also be included in an annual statewide accountability report which will be disseminated to appropriate state and federal agencies for accountability purposes.

METHOD

Four major tasks were completed between March 1987 and June 1988 to implement the occupational education program evaluation system for 1986-87. They were: finalize the evaluation instruments, collect evaluation data, process and analyze the evaluation data, and prepare a statewide evaluation report.

Finalize Evaluation Instruments

EERI staff worked with the Statewide Coordination and Evaluation Advisory Committee and its Subcommittee on Evaluation Instruments to produce eight evaluation instruments and accompanying instructions. They were drafted and subjected to extensive review and revision. They were then tried out on two community college campuses, and refinements were made on the basis of findings from the tryouts. The four instruments used in the 1986-87 evaluation are shown in Appendices A to D. They are the Administrator Evaluation Form, Instructor Evaluation Form, Program Advisory Committee Evaluation Form, and Student Questionnaire. The remaining four evaluation forms for special programs and services did not need further testing so they were not used in the 1986-87 evaluation. The evaluation system will be fully implemented in 1988-89.

Collect Evaluation Data

Data were collected using the four evaluation forms shown in Appendices A to D. The programs were evaluated at a 5-digit program level (e.g., Ornamental Horticulture, Auto Mechanics, and Dental Assisting). Sixteen different programs were targeted for the 1986-87 evaluation. The Chancellor's Office, in consultation with college administrators of occupational education, assigned two of these 16 programs to each college for evaluation.

Colleges returned their completed forms between May and September 1987. Eighty-one of the 106 community colleges submitted the forms. Those colleges are listed in Appendix I. Usable forms were received from 165 administrators, 594 instructors, 129 program advisory committees, and 3,581 students. The number of various forms received for individual occupational programs and the number of programs evaluated are shown in Table 1. It should be noted that some colleges evaluated a program that was not one of the originally targeted 16 programs. As a result, evaluation forms were received for 22 different occupational programs.

Table 1

Number of 1986-87 Data Forms Received and Programs Evaluated

Program Code	Name of Program	Forms Received				Programs Evaluated
		Admin	Instr	Advis	Student	
0102.0[a]	Agricultural Production	1	0	0	0	1
0102.1	Livestock Management	8	15	8	107	8
0109.1	Ornamental Horticulture	5	13	5	128	5
0501.0	Business and Commerce	8	41	5	173	8
0502.0	Accounting	18	80	11	380	15
0509.0[a]	Marketing and Distribution	1	1	1	11	1
0509.5	Merchandising	3	6	2	95	3
0514.0	Secretarial Studies	18	70	14	384	18
0703.0	Data Processing	19	88	15	518	18
0934.0[a]	Electronics & Electric Technology	1	13	1	98	1
0934.2	Industrial Electronics	8	45	7	240	8
0947.1[a]	Diesel Mechanic	0	1	0	5	1
0948.0[a]	Automotive Technology	2	2	2	36	2
0948.1	Auto Mechanics	14	35	9	180	12
0948.2[a]	Body-Fender	2	2	1	7	2
0953.0	Drafting Technology	8	22	6	212	10
1204.1	Dental Assisting	10	21	8	168	8
1225.0	Radiologic Technology	5	18	5	132	6
1303.0	Clothing & Textiles	5	13	4	95	5
1305.1	Child Development	13	62	13	315	13
2105.0	Administration of Justice	12	22	9	202	9
2133.0	Fire Control Technology	4	24	3	95	4
All Programs		165	594	129	3,581	158

[a]Not one of the 16 programs initially targeted for evaluation for 1986-87.

Process and Analyze Evaluation Data

Evaluation forms returned from the colleges were edited and prepared for data processing. Both the comments and quantitative data were key entered and necessary computer files were created. The quantitative data were tallied first for each college by individual 5-digit program and over

all programs. Then, statewide tabulations were obtained by 5-digit program and over all programs. The results were sent to appropriate individual colleges in November 1987 and January 1988 so that they can compare their own program data with the statewide data. Also, the statewide tabulation results were summarized for presentation in this report.

Further analyses of the evaluation data were carried out to: (a) identify potential program strengths and needs for improvement; (b) compare the responses by administrators, instructors, and program advisory committees; and (c) compare the perceptions of full-time and part-time instructors. Potential program strengths and needs for improvement were identified at the 5-digit program level and over all programs. The other two analyses were conducted over all programs.

In addition, the comments made by administrators, instructors, and program advisory committees on the evaluation forms were summarized to identify: (a) frequently mentioned program strengths and needs; (b) significant contributions of the advisory committees; and (c) suggestions for improving the evaluation forms and the evaluation process. The findings on program strengths and needs and on significant advisory committee contributions are presented in the Results section. Suggestions for improving the evaluation instruments were used by the Subcommittee on Evaluation Instruments for revising the forms for use in 1988-89, when they will be on optical scan forms for quick turnaround. The scan forms are shown in Appendix J.

Prepare Statewide Evaluation Report

This evaluation report was prepared to focus on the strengths and weaknesses of occupational education programs in California community colleges. It also includes a summary of findings from other analyses and recommendations. The information contained in this report is intended for use by staff at the California Community Colleges Chancellor's Office, by the statewide advisory committees of program experts, and by administrators of occupational education at individual community colleges in California.

RESULTS

Results from the 1986-87 evaluation of California Community Colleges occupational education programs are presented below in five parts. Part 1 presents analyses of the item responses on the evaluation forms. Part 2 identifies potential strengths and needs for improvement based on the item response data. Part 3 presents comments made on the evaluation forms. Part 4 shows the ranks of programs in terms of favorableness of item responses, while Part 5 gives results from analyzing item response data by occupational education program standard. More detailed data are presented in seven of the appendices.

Part 1: Analyses of Item Responses on Evaluation Forms

As previously mentioned, evaluation form data obtained from administrators, instructors, program advisory committees, and students were tabulated by 5-digit occupational education program and over all programs. The tabulations over all programs are shown in Appendices A through D. A considerable amount of data are shown in these appendices, more than can reasonably be included in the narrative part of this report. For example, there are 28 questions on the Administrator Form. However, since some questions are of the "Check all that apply" type, there are actually 117 items to which to respond. This section, therefore, only highlights some of the responses to selected items.

Responses by Administrators

Some of the results from the analyses of the responses of administrators are as follows:

- Over 80% of the administrators said that all or almost all of the learner performance objectives used in the courses are based on employment standards, are stated in writing and in measurable terms, and are used to evaluate student progress.
- Fifty-eight percent of the administrators reported that the most recent student follow-up data appear to justify continuing the program in its current form.
- Current data on job performance requirements and/or industry standards are used most frequently in the modification of programs (92%) and in the evaluation of programs (83%). Current data on community training needs are used least frequently (74% for modification, 68% for evaluation).

- Over 90% of the administrators said that specifically designed courses are offered in the programs to meet local community/industry needs for maintaining and/or upgrading occupational skills.
- Eighty-five percent of the administrators reported that effective liaison is maintained with other community programs and agencies. It is most frequently maintained to ensure articulation (75%).
- Twenty-one percent of the administrators said that although the occupational program duplicates a comparable training program in the geographic area, there is justification since it serves persons who would not otherwise be served.
- Over 84% of the administrators reported that special services for students with disadvantages or handicaps are provided to students in the programs, and 85% said support services are provided to help single parents and homemakers succeed. Sixty-two percent noted that program facilities and equipment are adapted to meet the needs of handicapped students, while 27% said that such adaptation has not been necessary.
- Access to and acceptance in the programs is the area in which the colleges have given the greatest emphasis to eliminating sex bias and sex stereotyping (79%). Sixty-seven percent of the administrators reported that the college has achieved the elimination of sex bias and sex stereotyping to a high degree in the area of access to the programs, 66% that it has been achieved to a high degree in the instructional area. Only 28% said it has been achieved to a high degree in job development.
- Ninety-eight percent of the administrators said that the college provides day students with ready access to career counseling and guidance and to program advisement, while 86% reported that the college provides such access to evening students.
- Students or potential students desiring enrollment in the programs are identified through recruitment activities, according to 62% of the administrators. Seventy-four percent reported that such students are counseled on employment opportunities.
- Thirty-two percent of the administrators reported the college does not have a central placement system for locating jobs and coordinating placement for students completing the programs, and 35% said that there are no departmental placement activities.

- Thirty-seven percent of the administrators did not know the percent of program completers who are actually employed in their field of training or in a closely related field.
- Eighty-three percent of the administrators believe that sufficient administration and/or supervision is provided to obtain effective program planning, operation, and evaluation.
- Staff development (43%) and program evaluation (31%) were most frequently mentioned by administrators as areas in which they would like additional information and/or assistance.
- Ninety-two percent of the administrators thought that the instructional staff available for the programs is sufficient to provide liaison with the advisory committee. Only 23% thought it is sufficient to conduct follow-up activities.
- All or almost all of the program instructors need additional inservice training to bring occupational competencies up to industry standards, according to 39% of the administrators.
- Twenty-six percent of the administrators reported that the equipment used by the programs is not adequate to meet training needs, and 47% said that it is not sufficient in amount. Three percent noted that the equipment is not maintained to meet acceptable safety standards.
- Three percent of the administrators also reported that the instructional facilities are not maintained to meet acceptable safety standards, and 21% said the facilities do not meet program and student needs.
- There is a local advisory committee for over 94% of the programs, according to administrators. The committee is most frequently used for program modification (91%), least frequently to recommend instructional staff (38%).
- Fifty-two percent of the administrators believed that the funds in the operating budget for the programs are adequate or very adequate, while 48% felt they are borderline or inadequate.
- Thirty-nine percent of the administrators said that capital outlay funds allocated for the programs are inadequate for needed new facilities. Only 14% thought that the funds are inadequate for equipment repair.

Responses by Instructors

Some of the results from the analyses of the responses of instructors

are given below. Other results may be seen in Appendix B.

- Sixty-five percent of the responding instructors teach full-time at the college, 35% part-time. Twenty-four percent teach day classes only, 20% teach evening classes only, and 57% teach both day and evening classes.
- Seventy-seven percent of the instructors said they use learner performance objectives in 90% to 100% of the courses they teach in the programs. Seventy-nine percent reported that all or almost all of the performance objectives are stated in writing and measurable terms.
- About 65% of the instructors reported using small-group instruction in all or almost all courses, while only 10% said they use bilingual assistance.
- Fifty-two percent of the instructors said that the most recent student follow-up data appear to justify continuing the program in its current form.
- Fifty-seven percent of the instructors reported that special services for disadvantaged students and for handicapped students are adequately coordinated with program instruction. Only 40% of the instructors said that support services to help single parents and homemakers succeed in occupational programs are adequately coordinated with program instruction.
- About half of the instructors believed that all or most counseling staff members have current knowledge about the programs, while 20% did not know.
- Twenty-four percent of the instructors did not know the percent of students in their courses in the programs that participate in related work experience or equivalent clinical training. Thirty-six percent reported that student participation in work experience (or clinical training) is neither well coordinated with classroom instruction nor with employer supervision.
- Only forty-seven percent of the instructors rated the central college placement system as very effective or effective. However, 72% rated departmental placement activities as very effective or effective.
- Based on the most recent follow-up data, over half of the

instructors did not know the percent of program completers who are actually employed in their field of training or in a closely related field.

- Only 45% of the instructors believed that the college system to inform the public about the programs is very effective or effective.
- Sixty-seven percent of the instructors believed that sufficient administration and/or supervision is provided to obtain effective program planning, operation, and evaluation.
- Eighty percent of the instructors thought that the instructional staff available for the program is sufficient to meet individual student needs, but only 26% thought that it is sufficient to conduct follow-up activities.
- Conference attendance is the inservice education opportunity provided by the college that was most frequently mentioned by instructors (56%), while interns/exchanges was mentioned the least (6%). Twenty-seven percent of the instructors said no inservice education opportunities were provided them by the college during the last year.
- Clerical staff is the support personnel most frequently needed by instructors to ensure their effectiveness (77%), while teaching assistants are the support personnel least frequently needed (33%). Administrative support staff were most frequently mentioned as being adequately available when needed (81%), while teaching assistants were least frequently mentioned as being adequately available when needed (48%).
- Forty-two percent of the instructors reported that the equipment used by the programs is not sufficient in amount, 29% said it is not adequate to meet training needs, and 23% noted that it is not properly maintained. Seven percent reported that the equipment is not maintained to meet acceptable safety standards.
- According to 9% of the instructors, instructional facilities used by the programs are not maintained to meet acceptable safety standards. Twenty-four percent noted that facilities do not meet program and student needs.
- When asked if there is a local advisory committee for the program, 88% of the instructors reported that there is. They most frequently noted that the committee is used for program modification (84%), and

least frequently said it is used to recommend instructional staff (26%). Forty-two percent reported that the committee meets once a year, 7% said it meets four or more times a year. Twenty-one percent of the instructors said they do not participate in meetings and functions of the committee.

- Only a third of the instructors said that the funds allocated in the college operating budget for the programs are very adequate or adequate. About half reported that instructor input is used in planning the current operating budget.
- Thirty-seven percent of the instructors said that capital outlay funds allocated for the programs are inadequate for new facilities that the programs need. Only 20% thought that the funds are inadequate for equipment repair.
- Instructor input in planning the capital outlay budget is most frequently used in planning new equipment that the programs need (70%) and least frequently used for planning for facilities renovation (41%).

The responses from instructors were tabulated separately for the 384 full-time and 210 part-time respondents, and differences between the two groups were examined. As might be expected, it was found that a majority of full-time instructors teach day and evening classes, while part-time instructors tend to teach evening classes only. Also, part-time instructors consistently responded "don't know" more frequently than full-time instructors.

At least 30% more full-time than part-time instructors reported that: they had conference attendance provided to them as an inservice education opportunity; during the last year they needed lab technicians and tutors to ensure their effectiveness; they participate in meetings and functions of the advisory committee; and instructor input is used in planning the capital outlay budget for new equipment and equipment replacement.

At least 30% more part-time than full-time instructors responded "don't know" when asked about: whether support services to help single parents and homemakers succeed are adequately coordinated with instruction; whether counseling staff have current knowledge about the programs; and whether instructor input is used in planning the current operating budget.

Responses by Program Advisory Committees

Some of the results from the analyses of the responses from program advisory committees shown in Appendix C are as follows:

- Seventy-four percent of the advisory committees said the written purpose or objectives of the program are adequate while 23% noted that they can be improved. No advisory committee reported that the written purposes or objectives of a program are not acceptable.
- Eighty-seven percent of the advisory committees reported that there are written learner performance objectives for each course in the program evaluated. For 84% of the programs all of the performance objectives are adequate to meet current employment standards.
- Fifty-seven percent of the advisory committees said that the most recent student follow-up data appear to justify continuing the program in its current form.
- Only nine percent of the advisory committees reported that employment demand for the number of persons trained is less than the number of students trained for employment, considering the geographic area the program is designed to serve. Eleven percent did not know how demand compares with the number of students trained.
- Most advisory committees (90%) were generally satisfied that students who complete the requirements of the program are able to perform successfully the competencies required by employers.
- In most programs (91%) specifically designed courses are offered to meet local community/industry needs for maintaining and/or upgrading occupational skills.
- Twenty-six percent of the committees said that, although the program duplicates a comparable employment training program in the geographic area the program is designed to serve, there is justification since the program serves persons who would not otherwise be served. No advisory committee reported that the program unnecessarily duplicates a comparable employment training program.
- Sixty-one percent of the committees said that work experience education (or equivalent clinical training) is provided as part of the instructional program, 14% said it needs to be improved, and 12% noted that it is not offered.
- Thirty-two percent of the committees did not know the effectiveness of the central college placement system in locating jobs and

coordinating placement for program completers. Thirty-one percent thought the placement system is effective or very effective.

- About half of the committees did not know the percent of program completers who desired employment that are actually employed in their field or training or in a closely related field, based on recent student follow-up data.
- Over half (58%) of the committees believed that the college system to inform the public about the programs is very effective or effective.
- Ninety-five percent of the committees thought that the instructional staff available is sufficient to provide liaison with the committee. About 30% did not know whether it is sufficient to conduct placement or follow-up activities.
- All or almost all of the program instructors have occupational competency to teach the subject, according to 98% of the committees. But 32% percent of the committees felt that instructors need additional inservice training to bring occupational competencies up to industry standards.
- Only 74% of the committees reported that the equipment used by the programs is adequate to meet training needs. Sixteen percent did not know if the equipment is maintained to meet acceptable safety standards.
- Ninety-three percent of the committees reported that instructional facilities are maintained to meet acceptable safety standards. Most also reported that the facilities meet program and student needs (82%), and they are functional (92%).
- The advisory committee is most often used for program modification (92%) and least often used to recommend instructional staff (38%). Seventeen percent of the committees did not think they met often enough to be effective.
- The funds allocated in the college operating budget for the programs are considered very adequate or adequate by only 35% of the committees. An additional 33% said they are borderline.
- Twenty-seven percent of the committees said that capital outlay funds allocated for the programs were inadequate for new equipment to meet technology changes, while only 12% noted that they were inadequate for equipment repair.

Comparison of Responses by Administrators, Instructors, and Program Advisory Committees

The evaluation forms were designed so that some comparisons can be made among the perceptions of administrators, instructors, and advisory committees. Twenty items, some with a number of subparts, are the same on two or three of the forms. Table E-1 in Appendix E shows a comparison of the responses by the three respondent groups on the items in common. Some of the major results shown in Table E-1 are as follows, considering differences of 10% or more:

- Administrators reported more frequently than both instructors and advisory committees that: conclusions cannot be drawn from the most recent student follow-up data; data on community training needs and emerging trends in job openings are used in program modification; data on employment opportunities, community training needs, and emerging trends in job openings are used in program evaluation; sufficient instructional staff is not available to conduct placement or follow-up activities; the advisory committee is used for student job placement; and the operating budget is adequate.
- Both administrators and instructors reported more frequently than the advisory committees that: the central college placement system is effective; facilities do not meet program and student needs and do not provide adequate flexibility; and funds for needed program facilities are inadequate.
- Both administrators and advisory committees reported more frequently than instructors that: sufficient instructional staff is available to provide liaison with the advisory committee and to maintain program relevancy/currency; and the advisory committee is used to recommend instructional staff.
- Instructors reported more frequently than both administrators and advisory committees that equipment is not properly maintained.
- Instructors and advisory committees both reported more frequently than administrators that they did not know about: data from the most recent student follow-up study; data used in program evaluation; the effectiveness of the central college placement system; or the percentage of program completers employed in their field of training.

Responses by Students

Some of the results shown in Appendix D from the analyses of responses of students are as follows:

- Eighty-nine percent of the students said that the performance objectives (skills and competencies) they are expected to learn in the course are stated in writing.
- Ninety-two percent of the students reported that their progress in the course is evaluated in terms of the skills and competencies they are expected to learn.
- Seventy-nine percent of the students said that different teaching methods or materials are used to help all students in the class.
- Fifty-five percent of the students had sought help from a counselor at the college for career counseling, guidance, or program advisement. Eighty-six percent of those who sought help were able to get the help needed.
- Thirty-eight percent of the students were not told about employment opportunities after they complete their occupational program objectives.
- About half of the students took courses as prerequisites for their occupational program. Ninety percent of these said that the prerequisites helped them to succeed.
- Eighty-seven percent of the students said that individual help in the course is provided when requested.
- Eighty-one percent of the students reported that equipment used for the course is up-to-date, 90% said it usually works, 81% noted that there is enough of it so assignments can be completed on time, and 92% said the equipment is safe to use (2% said it was not safe to use, while 6% did not know).
- Eighty-nine percent of the students said that there are enough supplies, reference books, and tools for them to complete their assignments on time.

Part 2: Identification of Program Strengths and Needs for Improvement

This section identifies potential statewide strengths and needs for improvement based on the item response data. The Subcommittee on Evaluation Instruments reviewed the questions on the four evaluation forms and, serving as a group of occupational education experts, identified items for which a high percentage of responses would indicate a potential program strength and a low percentage of responses would indicate a potential need for program improvement. (In a few cases the wording of items was reversed and the complements of the responses were used to fit the model.) When the percentage of responses to these items are rank ordered from high to low, the items at the top of the list are potential program strengths, while those at the bottom are potential needs for improvement. They are considered potential strengths or needs for improvement since groups of appropriate occupational education experts should inspect the quantitative data for individual programs as well as over all programs and decide which, on the basis of their professional judgments, should actually be considered strengths and needs.

Summary lists showing potential strengths and needs for improvement over all programs are shown in Appendix F. (Similar lists were prepared for individual 5-digit programs.) In computing the percentages, the data were weighted so that each of the four respondent groups at a college had a weight of 1 for a program. This was done so that, for example, if a large number of individual instructors responded for a particular program at a college, their responses would not unduly influence the results for the program over all colleges.

The number of potential strengths and needs for improvement shown in this section is arbitrary. For the administrator, instructor, and program advisory committee data, which had a fairly large number of questions, the top and bottom six or seven items are used, depending upon the actual percentage. For the student data, where there were only 12 questions, fewer items are presented.

Strengths and Needs as Perceived by Administrators

Table F-1 in Appendix F shows the summary list of administrator form responses over all programs reported. The seven items at the top of the list, which are potential program strengths as perceived by administrators, are as follows, with the strongest potential strength listed first:

1. The program does not unnecessarily duplicate a comparable program in the area.
2. Day students have ready access to career counseling/guidance, program advisement.
3. Instructors have two or more years of relevant employment experience.
4. Instructors have developed and maintained a high level of teaching competence.
5. Instructional facilities are maintained to meet acceptable safety standards.
6. There is a local advisory committee for the program.
7. The local advisory committee is composed of a majority of industry representatives.

As an example of why the potential strengths and needs for improvement should be reviewed by appropriate occupational education experts, consider one of the items listed above: Instructional facilities are maintained to meet acceptable safety standards. This item is a potential strength since, as shown in Table F-1, the percent based upon administrator responses is 96%. However, occupational education program experts may believe that this item is actually a need for improvement since the value is less than 100%.

The seven items from the bottom of Table F-1, which are potential needs for improvement as perceived by administrators, are as follows, with the greatest potential need shown first:

1. Occupation-specific manipulative/dexterity testing is not provided for students.
2. Weekend students do not have ready access to career counseling/guidance, program advisement.
3. Instructional staff is not sufficient to conduct follow-up activities.
4. Instructional staff is not sufficient to conduct placement activities.
5. Capital outlay funds are not adequate for new equipment to meet technology changes.
6. Capital outlay funds are not adequate for equipment replacement.
7. Capital outlay funds are not adequate for facilities renovation.

Strengths and Needs as Perceived by Instructors

The summary list of instructor form responses over all programs reported is shown in Table F-2 in Appendix F. The six items at the top of the list, which are potential program strengths as perceived by instructors, are as follows, with the strongest potential strength listed first:

1. Instructional materials used are relevant to the program.
2. There is a local advisory committee for the program.
3. The local advisory committee meets at least annually.
4. Instructional facilities used by the program are functional.
5. Learner performance objectives are used to evaluate student progress.
6. Instructional facilities are maintained to meet acceptable safety standards.

The seven items at the bottom of Table F-2, which are potential needs for improvement as perceived by instructors, are as follows. The greatest potential need is shown first:

1. The college has not provided for interns/exchanges as an inservice education opportunity.
2. Bilingual assistance is not used to respond to individual student differences.
3. The college has not provided for work experience as an inservice education opportunity.
4. Less than 80% of the students participate in related work experience/clinical training.
5. Computer aided instruction is not used to respond to individual student differences.
6. The local advisory committee is not used to recommend instructional staff.
7. Instructional staff is not sufficient to conduct follow-up activities.

Strengths and Needs as Perceived by Program Advisory Committees

Table F-3 shows the summary list of program advisory committee form responses over all programs reported. The seven items at the top of the list, which are potential program strengths as perceived by advisory committees, are as follows. The strongest potential strength is listed first:

1. Instructors have occupational competency to teach the subject.

2. The program does not unnecessarily duplicate a comparable program in the area.
3. Instructional staff is sufficient to provide liaison with the advisory committee.
4. Instructors have kept current in their field.
5. Instructional facilities are maintained to meet acceptable safety standards.
6. Instructional facilities used by the program are functional.
7. The local advisory committee is used for program modification.

The seven items from the bottom of Table F-3 are as follows. They are potential needs for improvement as perceived by program advisory committees. The greatest potential need is shown first:

1. Capital outlay funds are not adequate for new facilities that the program needs.
2. Capital outlay funds are not adequate for new equipment to meet technology changes.
3. The central college placement system is not effective.
4. Capital outlay funds are not adequate for equipment replacement.
5. Capital outlay funds are not adequate for facilities renovation.
6. Operating budget funds are not adequate to support the achievement of objectives.
7. Instructional staff is not sufficient to conduct follow-up activities.

Strengths and Needs as Perceived by Students

The summary list of student questionnaire responses over all programs reported is shown in Table F-4. The students were asked 12 items that were treated in the same manner as responses from administrators, instructors, and program advisory committees. The two items at the top of the list, which are potential program strengths as perceived by students, are as follows:

- Progress in the course is evaluated in terms of skills or competencies.
- Equipment used for the course is safe to use.

The item at the bottom of the list, which is a potential need for improvement as perceived by students, is:

- Are not told about employment opportunities after the completion of program objectives.

The last question on the student questionnaire presented a list of 14 items. The students were asked to check up to three that they think are strengths of the occupational program, and to check up to three that they think are weaknesses. The items considered strengths of the program that had percents over 50% are, with the largest first:

- Program instruction (clarity, approaches, methods).
- Practical (hands-on) experiences.

The items considered by students as weaknesses of the program that had percents over 25%, with the largest first, are as follows:

- Times courses are offered.
- Job placement assistance.
- Equipment.

Part 3: Comments Made on the Evaluation Forms

The evaluation forms for administrators, instructors, and advisory committees all contained questions asking opinions regarding the strengths of and the improvements needed for the occupational program being evaluated. These written comments were reviewed and the frequently mentioned program strengths and needs for each of the 16 5-digit programs were determined. A summary of the results is given below.

Administrator Comments

The occupational administrators identified the following four items as strengths for at least five of the 16 programs evaluated: the qualifications of instructional staff (knowledge, and field experience); the demand for trained students (job opportunities in the local area); up-to-date curriculum (relevant training); and up-to-date equipment. They also identified the following four items as needs for at least five of the 16 programs: newer or more equipment; better facilities (improved or larger); more full-time instructors (additional staff); and better program promotion and student recruitment efforts.

Instructor Comments

The following four items were identified by instructors as strengths for at least five of the 16 programs evaluated: high placement possibility (employment opportunities in the local area); excellent staff (experience, devotion, competency); the variety of course offerings (comprehensive curriculum); and up-to-date curriculum (relevancy). They identified the following four items as needs for at least five of the 16 programs: more up-to-date equipment; better facilities (improved or larger); more support staff (lab technicians, tutors, etc.); and better program promotion and student recruitment efforts.

Advisory Committee Comments

The program advisory committees identified the following three items as strengths for at least five of the 16 programs evaluated: the qualifications of instructional staff (experience, knowledge, etc.); meets community need for trained workers (large employment opportunities); and up-to-date curriculum (relevancy). They identified the following three items as needs for improvement for at least five of the 16 programs: up-to-date or more equipment; better facilities; and inservice training for instructors (keep instructors current).

Program advisory committees were also asked to describe the one most significant contribution that they had made in the previous two years. Altogether 107 contributions were mentioned by the advisory committees. The types of contributions mentioned by 10 or more committees were: curriculum development and improvement; program modifications; providing input regarding industry needs; and program evaluation. An additional five types of contributions were mentioned by five to nine advisory committees. They were: providing input on community needs; making recommendations regarding facilities or equipment; making recommendations regarding the use of computers or computerized instruction; program promotion; and providing support to the program, such as raising funds for scholarships and equipment donations.

Part 4: Ranks of Programs in Terms of Favorableness of Responses

This section shows the ranks of the 5-digit programs in terms of the favorableness of item responses. Summary lists of responses, such as those shown in Appendix F for all programs reported, were also prepared for each 5-digit occupational education program. The summary lists were prepared in such a manner that high percents for items represent more favorable responses than low percents. A "favorableness index" could then be computed for each summary list by adding the percents for the items on the list. The sums for the individual 5-digit programs for which evaluation data had been requested from the colleges were then rank ordered. The ranks are shown in Table 2 along with the mean rank for the four respondent groups.

Table 2

Favorableness Index Ranks by 5-Digit Program

Code	Program	N	Admin	Instr	Advis	Stud	Mean
0102.1	Livestock Management	8	7	3	10	8	7.0
0109.1	Ornamental Horticulture	5	11	15	9	7	10.5
0501.0	Business and Commerce	8	14	16	13	10	13.3
0502.0	Accounting	15	10	10	11	11	10.5
0509.5	Merchandising	3	2	11	2	16	7.8
0514.0	Secretarial Studies	18	6	5	5	4	5.0
0703.0	Data Processing	18	12	13	15	14	13.5
0934.2	Industrial Electronics	8	9	12	7	13	10.3
0948.1	Auto Mechanics	12	13	8	6	12	9.8
0953.0	Drafting Technology	10	5	6	12	5	7.0
1204.1	Dental Assisting	8	4	1	1	3	2.3
1225.0	Radiologic Technology	6	1	2	8	2	3.3
1303.0	Clothing & Textiles	5	16	14	14	15	14.8
1305.1	Child Development	13	3	4	4	1	3.0
2105.0	Administration of Justice	9	8	7	3	6	6.0
2133.0	Fire Control Technology	4	15	9	16	9	12.3

Note. See text for explanation. Rank 1 corresponds to the most favorable responses, rank 16 to the least.

Table 2 shows, for example, that administrators gave more favorable responses to Radiologic Technology programs than to Merchandising programs. They gave their least favorable responses to Clothing and Textiles programs. Administrators and advisory committees gave relatively more favorable responses to Merchandising programs than instructors and students did. Students gave Merchandising programs their least favorable responses. The index ranks for the four groups are similar and low (more favorable) for Dental Assisting, similar and higher (less favorable) for Accounting. Over the four respondent groups the most favorable responses were given to Dental Assisting programs, the least favorable to Clothing and Textiles programs. Other results can be seen in the table.

Part 5: Analyses by Occupational Education Program Standards

This section presents results from analyzing item response data by occupational education program standard. Each item on the evaluation forms is based on one of the program standards for occupational education in community colleges shown in Appendix G. As a result, it is possible to do analyses by program standard. The ranks of the items on the summary lists of responses shown in Appendix F were first determined, and then the average rank of the items associated with each standard was found. (Sometimes only one item was associated with a given standard). The average rank is the average of the ranks of the associated items when all items are ranked from highest percent response to lowest.

The program standards ordered by these average ranks are shown in tables in Appendix H. The smaller the average rank, the more favorable were the responses to the associated items. Table H-1 shows, for example, that for administrators the smallest average rank was for the standard "Provision for Maintaining, Upgrading Occupational Skills." The largest average rank was for the standard "Provisions in Capital Outlay Budget." The smallest average rank for instructors was for the standard "Use of Measurable Learner Performance Objectives" and the largest was for the standard "Inservice Education Opportunities" (Table H-2). Table H-3 shows that for program advisory committees the smallest average rank was for the standard "Coordination and Articulation with Other Community Programs and Agencies," the largest for "Provision for Placement of Students." Similarly, the smallest average rank for students was for "Use of Measurable Learner Performance Objectives" and the largest was for "Adaptation of Instructional Approaches" (Table H-4).

Table 3 shows a summary of the average ranks of the items for the program standards, with the standards listed in order. An index has been derived so that the results are comparable across respondent groups. The table shows, for example, that administrators responded to items associated with Standard 3 more favorably than they did to items associated with Standard 6 (30 vs. 40); instructors responded to items associated with Standard 3 more favorably than administrators (16 vs. 30); and on the average the respondents responded more favorably to items associated with Standard 3 than to those associated with Standard 4 (26 vs. 78). In the "Mean" column it can be seen that, on the average, the respondents responded most

Table 3

Summary of the Average Ranks of Items for the Program Standards

No.	Standard	Index[a]				
		Adm	Ins	Adv	Stu	Mean
1	Use of occupational education goals	-	-	-	-	-
2	Use of measurable program objectives	-	-	49	-	49
3	Use of measurable learner performance objectives	30	16	28	32	26
4	Adaptation of instructional approaches	-	77	-	79	78
5	Use of student follow-up information	58	48	56	-	54
6	Use of infor. on job performance requirements, labor market, community training needs	40	40	49	-	43
7	Provision for maintaining, upgrading occupational skills	12	-	14	-	13
8	Coordination and articulation with other community programs and agencies	46	47	3	-	32
9	Relevance of major-related courses	-	-	-	-	-
10	Special provisions for disadvantaged students	20	54	-	-	37
11	Special provisions for handicapped students	26	60	-	-	43
12	Special provisions for students with other special needs	27	80	-	-	54
13	Special provision for achieving gender equity	77	-	-	-	77
14	Provisions for counseling, guidance, and assessment	57	67	-	67	64
15	Program availability and accessibility	43	-	-	65	54
16	Provision for work experience	48	76	57	-	60
17	Provision for placement of students	68	44	97	-	70
18	Placement effectiveness for students trained with marketable skills	86	81	84	-	84
19	Promotion of occupational education	-	77	71	-	74
20	Provision for direction and coordination	43	43	-	-	43
21	Qualifications of administrators, supervisors	-	-	-	-	-
22	Adequate instructional staff to assure effectiveness	52	47	43	50	48
23	Qualifications of instructional staff	24	-	23	-	24
24	Inservice education opportunities	-	82	69	-	76
25	Use of support staff	-	49	-	-	49
26	Adequacy and availability of instructional equipment	46	36	50	53	46
27	Adequacy of instructional facilities	32	21	26	-	26
28	Use of instructional facilities and equipment	-	-	-	-	-
29	Adequacy and availability of instructional materials	-	17	-	50	34
30	Use of advisory committee	47	38	52	-	46
31	Provisions in current operating budget	75	74	90	-	80
32	Provisions in capital outlay budget	91	72	91	-	85
33	Provision for living skills	-	-	-	-	-

[a] The index is the average rank of the associated items for a standard divided by the total number of items for that form. It can range from 1 to 100, with 1 being most favorable.

favorably to items associated with Standard 7, "Provision for Maintaining, Upgrading Occupational Skills." They responded least favorably to items associated with Standard 32, "Provisions in Capital Outlay Budget," and Standard 18, "Placement Effectiveness for Students Trained with Marketable Skills."

APPENDIX A

ADMINISTRATOR EVALUATION FORM WITH TABULATIONS OVER ALL PROGRAMS (N = 165)

Form 1 3/2/87

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Administrator Evaluation Form

COLLEGE_____ DATE_____

The primary purposes of this evaluation are:

-- to provide a basis for program improvement.

-- for compliance with the Vocational Education Act.

-- to address the greater responsibility called accountability.

Specific Instructions

1. The title and 5-digit code for the program being evaluated must appear below on this page.
2. This form should only be completed by an administrator knowledgeable about the program.
3. The form should be filled out by an individual administrator, not by a group of administrators.
4. When completed, return the form to the college Administrator of Occupational Education.

This form should ordinarily be used to report information about an individual occupational education program (that is, a program identified by a 5-digit TOP code). However, if answers would be identical for two or more programs, their codes can be listed below and one form used.

NAME(S) OF PROGRAM(S) REPORTED ON THIS FORM	TOP CODE(S)
_____	__ __ __ __.__
_____	__ __ __ __.__
_____	__ __ __ __.__
_____	__ __ __ __.__
_____	__ __ __ __.__

Please answer the following questions.

1. Which of the following are true about all or almost all of the learner performance objectives used in the courses of this program? (Check all that apply.)

   88 1. They are based on employment standards.

   83 2. They are stated in writing and in measurable terms.

   85 3. They are used to evaluate student progress.

   1 4. They do not exist.

   0 5. None of the above.

2. Which of the following statements best describes the most recent student follow-up data about this occupational program? (Check one only.)

   58 1. The data appear to justify continuing the program in its current form.

   11 2. The data suggest the need for program modification.

   1 3. The data suggest the possible need to eliminate the program.

   18 4. Some data are available but no valid conclusions can be drawn from them.

   11 5. There are no data available for review.

   1 6. Don't know

3. Which of the following are systematically used in the development or modification of this program? (Check all that apply.)

   83 1. Current data on employment opportunities.

   92 2. Current data on job performance requirements and/or industry standards.

   74 3. Current data on community training needs.

   84 4. Current data on emerging trends in job openings.

   2 5. None of the above.

   1 6. Don't know.

4. Which of the following are systematically used in the evaluation of this program? (Check all that apply.)

   80 1. Current data on employment opportunities.

   83 2. Current data on job performance requirements and/or industry standards.

   68 3. Current data on community training needs.

   74 4. Current data on emerging trends in job openings.

   4 5. None of the above.

   3 6. Don't know.

5. Are specifically designed courses offered in this program to meet local community/industry needs for maintaining and/or upgrading occupational skills?

%	
94	1. Yes
5	2. No
1	3 Don't know

6. a. Is effective liaison maintained with other community programs and agencies (such as job training programs, high schools, other community colleges, regional occupational programs and centers) to ensure meeting occupational needs in the geographic area this program is designed to serve?

85	1. Yes
12	2. No
2	3. Don't know

b. If "Yes," for which of the following is the liaison maintained to ensure? (Check all that apply.)

62	1. A coordinated approach
75	2. Articulation
46	3. Avoiding unnecessary duplication
2	4. None of the above

7. Which of the following statements best describes this program? (Check one only.)

78	1. It does not duplicate a comparable employment training program in the geographic area this program is designed to serve.
21	2. It duplicates a comparable employment training program in the geographic area this program is designed to serve. However, there is justification for this program as it serves persons who would not otherwise be served.
1	3. It may unnecessarily duplicate a comparable employment training program in the geographic area this program is designed to serve.
0	4. Don't know.

8. Are special services for students with academic, socioeconomic, cultural, and related disadvantages provided to students in this occupational program?

90	1. Yes
7	2. No
4	3. Don't know

9. Are special services for students with physical, mental, and other health-impairing handicaps provided to students in this occupational program?

%	
85	1. Yes
10	2. No
5	3. Don't know

10. Are facilities and equipment used in this program adapted to meet the needs of handicapped students?

62	1. Yes, adapted
9	2. No, not adapted
27	3. No, it has not been necessary
2	4. Don't know

11. Are support services provided by the college to help single parents and homemakers succeed in <u>this</u> occupational program?

85	1. Yes
5	2. No
10	3. Don't know

12. In column A below, check the areas in which the college has given <u>emphasis</u> to eliminating sex bias and sex stereotyping in this occupational program. In column B check the <u>degree</u> to which the college <u>achieved</u> the elimination of sex bias and sex stereotyping in this occupational program. (Check all that apply.)

	A Emphasis	B Degree Achieved		
	%	Low	Medium	High
Staffing	64 1.	18 1.	36 2.	46 3.
Student recruitment	75 2.	14 1.	44 2.	42 3.
Counseling and guidance	72 3.	7 1.	48 2.	45 3.
Access to and acceptance in the program	79 4.	6 1.	27 2.	67 3.
Selection of curricular materials	47 5.	2 1.	42 2.	56 3.
Instruction	64 6.	2 1.	32 2.	66 3.
Apprenticeship programs	9 7.	16 1.	47 2.	37 3.
Job development	25 8.	12 1.	60 2.	28 3.
Placement	45 9.	12 1.	42 2.	46 3.

13. Which of the following types of career assessment services are provided for students in this occupational program? (Check all that apply.)

%	
83	1. Basic skills assessment
50	2. Occupational interest inventory testing
15	3. Occupation-specific manipulative/dexterity testing
5	4. Other (please specify:) _____
9	5. None of the above
3	6. Don't know

14. For which of the following types of students in this occupational program does the college provide ready access to career counseling and guidance and to program advisement? (Check one answer for each type of student.)

	Yes	No	Don't know	Not applicable
Day students	98 1.	0 2.	1 3.	1 4.
Evening students	86 1.	6 2.	6 3.	2 4.
Weekend students	20 1.	30 2.	6 3.	44 4.

15. Which of the following statements are true regarding students or potential students desiring enrollment in this occupational program? (Check all that apply.)

62	1. They are identified through recruitment activities.
74	2. They are counseled on employment opportunities.
93	3. They are afforded equitable treatment on enrollment selection.
85	4. They are not discouraged by unrealistic prerequisites.
1	5. None of the above.
1	6. Don't know.

16. Are opportunities provided for related work experience (or equivalent clinical training) for students in this occupational program?

79	1. Yes
18	2. No
4	3. Don't know

17. a. Does the college have a central college placement system for locating jobs and coordinating placement for students completing this occupational program?

%

69 1. Yes

32 2. No

b. If "Yes," how effective is the central college placement system?

12 1. Very effective

34 2. Effective

41 3. Borderline

4 4. Ineffective

2 5. Very ineffective

8 6. Don't know

18. a. Are there departmental placement activities for locating jobs and coordinating placement for students completing this occupational program?

65 1. Yes

35 2. No

b. If "Yes," how effective are departmental placement activities?

30 1. Very effective

44 2. Effective

22 3. Borderline

1 4. Ineffective

0 5. Very ineffective

4 6. Don't know

19. Based upon the college's most recent student follow-up data, what percent of the completers of this occupational program who desired employment are actually employed in their field of training or in a closely related field?

20 1. 90% or more

23 2. 70% to 89%

17 3. 40% to 69%

2 4. 10% to 39%

1 5. Less than 10%

37 6. Don't know

20. Is sufficient administration and/or supervision provided to obtain effective program planning, operation, and evaluation for this occupational program?

%		
83	1.	Yes
17	2.	No

21. In which of the following areas would you like additional information and/or assistance to help you administer this occupational program? (Check all that apply.)

24	1.	Vocational education rules and regulations
25	2.	Curriculum development
7	3.	Personnel management
43	4.	Staff development
16	5.	Staff evaluation
19	6.	Budgeting
27	7.	Program planning
31	8.	Program evaluation
28	9.	None of the above

22. Which of the following statements are true about the instructional staff available for the program? (Check the appropriate answer for each statement.)

Yes	No	Don't know	
89 1.	10 2.	1 3.	It is sufficient to meet individual student needs.
92 1.	7 2.	1 3.	It is sufficient to provide liaison with the advisory committee.
33 1.	59 2.	9 3.	It is sufficient to conduct placement activities.
23 1.	68 2.	9 3.	It is sufficient to conduct follow-up activities.
89 1.	10 2.	1 3.	It is sufficient to maintain the relevancy/ currency of the program.

23. Which of the following statements are true about all or almost all of the instructors in this occupational program? (Check the appropriate answer for each statement.)

% Yes	No	Don't know	
98 1.	1 2.	1 3.	They have two or more years of relevant employment experience.
96 1.	2 2.	2 3.	They have developed and maintained a high level of teaching competence.
93 1.	4 2.	3 3.	They have kept current in their field.
39 1.	54 2.	8 3.	They need additional inservice training to bring occupational competencies up to industry standards.

24. Which of the following statements are true regarding the equipment used for this occupational program? (Check the appropriate answer for each statement.)

Yes	No	Don't know	
73 1.	26 2.	1 3.	It is adequate to meet training needs.
88 1.	11 2.	2 3.	It is properly maintained.
48 1.	47 2.	5 3.	It is sufficient in amount.
95 1.	3 2.	2 3.	It is maintained to meet acceptable safety standards.

25. Which of the following are true regarding the instructional facilities (excluding equipment) used by the program? (Check the appropriate answer for each statement.)

Yes	No	Don't know	
96 1.	3 2.	1 3.	They are maintained to meet acceptable safety standards.
76 1.	21 2.	3 3.	They meet program and student needs.
93 1.	6 2.	1 3.	They are functional.
73 1.	23 2.	4 3.	They provide adequate flexibility.

26. a. Is there a local advisory committee for this occupational program?

%	
95	1. Yes
5	2. No (Please skip to Question 27.)

b. If "Yes," for which of the following is the advisory committee used? (Check all that apply.)

83	1. Community needs analysis
70	2. Program promotion
91	3. Program modification
80	4. Program evaluation
81	5. Curriculum development
59	6. Student job placement
39	7. Recommend instructional staff
67	8. Recommend facilities and equipment
51	9. Providing work experience
4	10. Other (please specify:) _____
0	11. None of the above
1	12. Don't know

c. Is the local advisory committee for this program composed of a majority of industry representatives?

95	1. Yes
5	2. No
1	3. Don't know

d. Do the industry representatives on the local advisory committee for this program reflect, as much as practical, the demographics served?

88	1. Yes
8	2. No
5	3. Don't know

27. In your opinion, how adequate are the funds allocated in the college operating budget to support the achievement of approved objectives for this program?

8	1. Very adequate
45	2. Adequate
31	3. Borderline
10	4. Inadequate
7	5. Very inadequate
0	6. Don't know

28. In your opinion, how adequate are the capital outlay funds allocated for this program for each of the following? (Check one column for each.)

	Adequate	Borderline	Inadequate
	%		
New equipment to meet enrollment changes	47 1.	30 2.	24 3.
New equipment to meet technology changes	34 1.	32 2.	34 3.
Equipment replacement	35 1.	36 2.	29 3.
Equipment repair	54 1.	32 2.	14 3.
New facilities that the program needs	39 1.	22 2.	39 3.
Facilities renovation	37 1.	35 2.	28 3.

Person completing this form:

Name (Please print) _____ Title _____

Signature _____ Date _____

PLEASE ANSWER THE QUESTIONS ON THE FOLLOWING PAGE

COLLEGE_____

NAME(S) OF PROGRAM(S) REPORTED ON THIS FORM	TOP CODE(S)
_____	__ __ __ __.__
_____	__ __ __ __.__
_____	__ __ __ __.__
_____	__ __ __ __.__
_____	__ __ __ __.__

29. In your opinion, what are the strengths of this occupational education program? List up to three in priority order.

    a.

    b.

    c.

30. In your opinion, what improvements are needed for this occupational education program? List up to three in priority order.

    a.

    b.

    c.

31. The evaluation process is being field tested. Please give any suggestions for improving this evaluation form or the process. Please refer to specific questions by number when appropriate.

APPENDIX B
INSTRUCTOR EVALUATION FORM WITH TABULATIONS OVER ALL PROGRAMS (N = 594)

Form 2 3/2/87

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Instructor Evaluation Form

COLLEGE_____ DATE_____

NAME OF PROGRAM_____ TOP CODE __ __ __ __ . __

The primary purposes of this evaluation are:

-- to provide a basis for program improvement.

-- for compliance with the Vocational Education Act.

-- to address the greater responsibility called accountability.

Specific Instructions

1. Make sure you teach a course or courses for the program identified above.
2. The form should be filled out by an individual instructor, not by a group of instructors.
3. When completed, return the form to the person who distributed it to you.

Please answer the following questions.

1. Please check the appropriate spaces about yourself.

%		
a.	65 1.	Teach full-time at this college.
	35 2.	Teach part-time at this college.
b.	24 1.	Teach day classes only at this college.
	20 2.	Teach evening classes only at this college.
	57 3.	Teach both day and evening classes at this college.

2. For what percent of the courses that you teach for this occupational program are learner performance objectives used?

77 1. 90-100%
9 2. 80-89%
4 3. 70-79%
3 4. 60-69%
8 5. Less than 60%

3. Which of the following are true about all or almost all of the learner performance objectives used in the courses of this program? (Check all that apply.)

%	
72	1. They are based on employment standards.
79	2. They are stated in writing and measurable terms.
86	3. They are used to evaluate student progress.
2	4. They do not exist.
2	5. None of the above.

4. Which of the following instructional approaches do you use in all or almost all of the courses you teach in this occupational program in order to recognize and respond to individual student differences? (Check all that apply.)

42	1. Programmed learning
42	2. Self-paced instruction
65	3. Small-group instruction
10	4. Bilingual assistance
27	5. Computer aided instruction
26	6. Other (please specify:)_____
13	7. None of the above

5. Which of the following statements best describes the most recent student follow-up data about this occupational program? (Check one only.)

52	1. The data appear to justify continuing the program in its current form.
11	2. The data suggest the need for program modification.
0	3. The data suggest the possible need to eliminate the program.
5	4. Some data are available but no valid conclusions can be drawn from them.
13	5. There are no data available for review.
19	6. Don't know

6. Which of the following are systematically used in the <u>development</u> or <u>modification</u> of this program? (Check all that apply.)

73	1. Current data on employment opportunities.
78	2. Current data on job performance requirements and/or industry standards.
56	3. Current data on community training needs.
66	4. Current data on emerging trends in job openings.
4	5. None of the above.
9	6. Don't know.

7. Which of the following are systematically used in the evaluation of this program? (Check all that apply.)

%	
65	1. Current data on employment opportunities.
73	2. Current data on job performance requirements and/or industry standards.
50	3. Current data on community training needs.
60	4. Current data on emerging trends in job openings.
7	5. None of the above.
16	6. Don't know.

8. a. Is effective liaison maintained with other community programs and agencies (such as job training programs, high schools, other community colleges, regional occupational programs and centers) to ensure meeting occupational needs in the geographic area this program is designed to serve?

67	1. Yes
13	2. No
20	3. Don't know

b. If "Yes," for which of the following is the liaison maintained to ensure? (Check all that apply.)

69	1. A coordinated approach
71	2. Articulation
35	3. Avoiding unnecessary duplication
4	4. None of the above

9. Are special services for occupational students with academic, socio-economic, cultural, and related disadvantages adequately coordinated with the instruction in this occupational program?

57	1. Yes, adequately coordinated
16	2. No, not adequately coordinated
8	3. No, no special services are available
19	4. Don't know

10. Are special services for occupational students with physical, mental, emotional, and other health-impairing handicaps adequately coordinated with the instruction in this occupational program?

57	1. Yes, adequately coordinated
13	2. No, not adequately coordinated
11	3. No, no special services are available
20	4. Don't know

11. Are support services to help single parents and homemakers succeed in occupational programs adequately coordinated with the instruction in this occupational program?

%	
40	1. Yes, adequately coordinated
15	2. No, not adequately coordinated
10	3. No, no support services are available
35	4. Don't know

12. Do counseling staff members have current knowledge about this occupational program?

20	1. All of them
28	2. Most of them
6	3. About half of them
25	4. Some of them
2	5. None of them
20	6. Don't know

13. What percent of the students in your courses in the program participate in related work experience (or equivalent clinical training)?

23	1. 80-100%
12	2. 60-79%
12	3. 40-59%
13	4. 20-39%
15	5. 0 to 19%
24	6. Don't know

14. Which of the following statements are true regarding work experience (or equivalent clinical training) for this program? (Check all that apply.)

57	1. Student participation is well coordinated with classroom instruction.
43	2. Student participation is well coordinated with employer supervision.
36	3. Neither of the above.

15. a. Does the college have a central college placement system for locating jobs and coordinating placement for students completing this occupational program?

%	
70	1. Yes
30	2. No

b. If "Yes," how effective is the central college plaement system?

12	1. Very effective
36	2. Effective
20	3. Borderline
4	4. Ineffective
2	5. Very ineffective
27	6. Don't know

16. a. Are there departmental placement activities for locating jobs and coordinating placement for students completing this occupational program?

61	1. Yes
39	2. No

b. If "Yes," how effective are departmental placement activities?

31	1. Very effective
42	2. Effective
17	3. Borderline
0	4. Ineffective
0	5. Very ineffective
11	6. Don't know

17. Based upon the college's most recent student follow-up data, what percent of the completers of this occupational program who desired employment are actually employed in their field of training or in a closely related field?

21	1. 90% or more
16	2. 70% to 89%
9	3. 40% to 69%
2	4. 10% to 39%
0	5. Less than 10%
52	6. Don't know

18. How effective is the college system to inform the public about and promote this program?

%		
10	1.	Very effective
35	2.	Effective
29	3.	Borderline
8	4.	Ineffective
5	5.	Very ineffective
13	6.	Don't know

19. In your judgment, is sufficient administration and/or supervision provided by program administrators to obtain effective program planning, operation, and evaluation?

67	1.	Yes
20	2.	No
13	3.	Don't know

20. Which of the following statements are true about the instructional staff available for the program? (Check the appropriate answer for each statement.)

Yes	No	Don't know	
80 1.	13 2.	8 3.	It is sufficient to meet individual needs.
78 1.	8 2.	14 3.	It is sufficient to provide liaison with the advisory committee.
34 1.	46 2.	21 3.	It is sufficient to conduct placement activities.
26 1.	52 2.	22 3.	It is sufficient to conduct follow-up activities.
74 1.	14 2.	12 3.	It is sufficient to maintain the relevancy/ currency of the program.

21. Which of the following inservice education opportunities has the college provided for you during the last year? (Check all that apply.)

56	1.	Conference attendance
49	2.	Inservice workshops
13	3.	Work experience
6	4.	Interns/exchanges
36	5.	Curriculum development
6	6.	Other (please specify:)_____
27	7.	None of the above

22. In column A below, check whether or not you had a need during the last year for the use of the support personnel listed to ensure your effectiveness in this program. If you answer "Yes" in column A, in column B check whether or not the support personnel you needed were adequately available. (Answer for each type of support personnel.)

	A. Needed		B. Adequately available when they were Needed	
	Yes	No	Yes	No
	%			
Lab technicians	49 1.	51 2.	61 1.	39 2.
Instructional aides	56 1.	44 2.	59 1.	41 2.
Teaching assistants	33 1.	67 2.	48 1.	52 2.
Tutors	65 1.	35 2.	61 1.	39 2.
Clerical support staff	77 1.	23 2.	70 1.	30 2.
Administrative support staff	69 1.	31 2.	81 1.	19 2.
Other support staff	48 1.	52 2.	73 1.	27 2.

23. Which of the following statements are true regarding the equipment used for this occupational program? (Check the appropriate answer for each statement.)

Yes	No	Don't know	
68 1.	29 2.	3 3.	It is adequate to meet training needs.
74 1.	23 2.	4 3.	It is properly maintained.
53 1.	42 2.	4 3.	It is sufficient in amount.
84 1.	7 2.	10 3.	It is maintained to meet acceptable safety standards.

24. Which of the following are true regarding the instructional facilities (excluding equipment) used by the program? (Check the appropriate answer for each statement.)

Yes	No	Don't know	
86 1.	9 2.	5 3.	They are maintained to meet acceptable safety standards.
74 1.	24 2.	2 3.	They meet program and student needs.
90 1.	8 2.	2 3.	They are functional.
68 1.	28 2.	4 3.	They provide adequate flexibility.

25. Which of the following statements do you think are true regarding the instructional materials (such as textbooks, reference books, visual aids, and mock-ups) used in this occupational program? (Check all that apply.)

%	
97	1. They are relevant to the program.
82	2. They are relevant to individual student needs.
71	3. They are sufficient in quantity.
77	4. They are current.
67	5. They are varied.
4	6. None of the above.

26. a. Is there a local advisory committee for this occupational program?

88 1. Yes 12 2. No (Please skip to Question 27.)

b. If "Yes," for which of the following is the advisory committee used? (Check all that apply.)

76	1. Community needs analysis
60	2. Program promotion
84	3. Program modification
79	4. Program evaluation
71	5. Curriculum development
44	6. Student job placement
26	7. Recommend instructional staff
54	8. Recommend facilities and equipment
37	9. Providing work experience
4	10. Other (please specify:) _____
1	11. None of the above
6	12. Don't know

c. How often does the local advisory committee for this program meet? (Check only one.)

1	1. It doesn't meet.
42	2. It meets once a year.
34	3. It meets twice a year.
5	4. It meets three times a year.
7	5. It meets four or more times a year.
12	6. Don't know.

d. Do you participate in meetings and functions of the local advisory committee for this program?

79 1. Yes

21 2. No

27. In your opinion, how adequate are the funds allocated in the college operating budget to support the achievement of approved objectives for this program?

%	
4	1. Very adequate
30	2. Adequate
34	3. Borderline
14	4. Inadequate
10	5. Very inadequate
9	6. Don't know

28. Is instructor input used in planning the current operating budget?

50	1. Yes
32	2. No
18	3. Don't know

29. In your opinion, how adequate are the capital outlay funds allocated for this program for each of the following? (Check one column for each.)

	Adequate	Borderline	Inadequate
	%		
New equipment to meet enrollment changes	37 1.	38 2.	25 3.
New equipment to meet technology changes	28 1.	39 2.	33 3.
Equipment replacement	29 1.	39 2.	32 3.
Equipment repair	47 1.	33 2.	21 3.
New facilities that the program needs	30 1.	33 2.	37 3.
Facilities renovation	32 1.	35 2.	33 3.

30. For which of the following is instructor input used in planning the capital outlay budget for the program? (Check all that apply.)

%		
70	1.	New equipment that the program needs
63	2.	Equipment replacement
51	3.	Equipment repair
44	4.	New facilities that the program needs
41	5.	Facilities renovation
15	6.	None of the above
18	7.	Don't know

Person completing this form:

Name (Please print) _____ Title _____

Signature _____ Date _____

PLEASE ANSWER THE QUESTIONS ON THE FOLLOWING PAGE

COLLEGE_____ DATE_____

NAME OF PROGRAM_____ TOP CODE __ __ __ __ . __

31. In your opinion, what are the strengths of this occupational education program? List up to three in priority order.

    a.

    b.

    c.

32. In your opinion, what improvements are needed for this occupational education program? List up to three in priority order.

    a.

    b.

    c.

33. The evaluation process is being field tested. Please give any suggestions for improving this evaluation form or the process. Please refer to specific questions by number when appropriate.

APPENDIX C
PROGRAM ADVISORY COMMITTEE EVALUATION FORM WITH TABULATIONS OVER ALL PROGRAMS (N = 129)

Form 3 3/2/87

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Program Advisory Committee Evaluation Form

COLLEGE_____ DATE_____

NAME OF PROGRAM_____ TOP CODE __ __ __ __ . __

The primary purposes of this evaluation are:

-- to provide a basis for program improvement.

-- for compliance with the Vocational Education Act.

-- to address the greater responsibility called accountability.

Specific Instructions

1. Only one Advisory Committee Evaluation Form (Form 3) should be filled out for the specific 5-digit program identified above. It should represent a consensus of the committee.
2. The committee chairperson (or designee) who participated in the evaluation should sign the evaluation form.
3. The college administrator immediately responsible for the program will subsequently review and sign the evaluation form.
4. When completed, return the form to the college Administrator of Occupational Education.

Please answer the following questions for the occupational education program identified above.

1. Which of the following statements best describes the written purposes or objectives of this program? (Check one only.)

%	
74	1. They are adequate.
23	2. They can be improved by implementing modifications which have been identified by the advisory committee.
0	3. They are not acceptable.
2	4. They are not available.
1	5. Don't know.

2. a. Are there written learner performance objectives (skills or competencies) for each course in this program?

%	
87	1. Yes
3	2. No
10	3. Don't know

b. If "Yes," are the learner performance objectives adequate to meet current employment standards?

84	1. Yes, all of them are
15	2. Only some of them are
0	3. No, none of them are
2	4. Don't know

3. Which of the following statements best describes the most recent student follow-up data about this occupational program? (Check one only.)

57	1. The data appear to justify continuing the program in its current form.
11	2. The data suggest the need for program modification.
0	3. The data suggest the possible need to eliminate the program.
7	4. Some data are available but no valid conclusions can be drawn from them.
9	5. There are no data available for review.
16	6. Don't know

4. Which of the following are systematically used in the <u>development</u> or <u>modification</u> of this program? (Check all that apply.)

77	1. Current data on employment opportunities.
86	2. Current data on job performance requirements and/or industry standards.
62	3. Current data on community training needs.
69	4. Current data on emerging trends in job openings.
2	5. None of the above.
7	6. Don't know.

5. Which of the following are systematically used in the evaluation of this program? (Check all that apply.)

%	
67	1. Current data on employment opportunities.
76	2. Current data on job performance requirements and/or industry standards.
57	3. Current data on community training needs.
65	4. Current data on emerging trends in job openings.
2	5. None of the above.
13	6. Don't know.

6. Which of the following statements best describes employment demand for the number of persons trained in this program, considering the geographic area this program is designed to serve? (Check one only.)

53	1. The demand is greater than the students trained for employment.
28	2. The demand is approximately the same as the students trained for employment.
9	3. The demand is less than the students trained for employment.
11	4. Don't know.

7. Is the advisory committee generally satisfied that the students who complete the requirements of this program are able to perform successfully the competencies required by employers?

90	1. Yes
1	2. No
9	3. Don't know

8. Are specifically designed courses offered in this program to meet local community/industry needs for maintaining and/or upgrading occupational skills?

91	1. Yes
4	2. No
5	3. Don't know

9. Which of the following statements best describes this program? (Check one only.)

70	1. It does not duplicate a comparable training program in the geographic area this program is designed to serve.
26	2. It duplicates a comparable employment training program in the geographic area this program is designed to serve. However, there is justification for this program as it serves persons who would not otherwise be served.
0	3. It may unnecessarily duplicate a comparable employment training program in the geographic area this program is designed to serve.
4	4. Don't know.

10. Which of the following statements best describes the work experience education (or equivalent clinical training) for this program? (Check all that apply.)

%	
61	1. It is provided as part of the instructional program.
51	2. It is supervised by appropriate subject matter instructors.
14	3. It needs to be improved.
12	4. It is not offered.
11	5. Don't know.

11. How effective is the central college placement system in locating jobs and coordinating placement for students completing this occupational program?

8	1. Very effective
23	2. Effective
16	3. Borderline
8	4. Ineffective
2	5. Very ineffective
12	6. Have no central college placement system
32	7. Don't know

12. Based upon the college's most recent student follow-up data, what percent of the completers of this occupational program who desired employment are actually employed in their field of training or in a closely related field?

22	1. 90% or more
17	2. 70% to 89%
12	3. 40% to 69%
2	4. 10% to 39%
0	5. Less than 10%
47	6. Don't know

13. How effective is the college system to inform the public about and promote this program?

12	1. Very effective
46	2. Effective
26	3. Borderline
7	4. Ineffective
1	5. Very ineffective
8	6. Don't know

14. Which of the following statements are true about the instructional staff available for the program? (Check the appropriate answer for each statement.)

% Yes	No	Don't know	
89 1.	8 2.	3 3.	It is sufficient to meet individual student needs.
95 1.	3 2.	2 3.	It is sufficient to provide liaison with the advisory committee.
41 1.	29 2.	30 3.	It is sufficient to conduct placement activities.
36 1.	35 2.	29 3.	It is sufficient to conduct follow-up activities.
89 1.	3 2.	7 3.	It is sufficient to maintain the relevancy/ currency of the program.

15. Which of the following statements are true about all or almost all of the instructors in this occupational program? (Check the appropriate answer for each statement.)

Yes	No	Don't know	
98 1.	1 2.	2 3.	They have occupational competency to teach the subject.
86 1.	2 2.	13 3.	They have two or more years of relevant employment experience.
94 1.	2 2.	4 3.	They have kept current in their field.
32 1.	50 2.	19 3.	They need additional inservice training to bring occupational competencies up to industry standards.

16. During the last year, has the college provided for the continuing inservice growth of the faculty in this occupational program (such as through conference attendance, inservice workshops, work experience, etc.)?

59 1. Yes

13 2. No

29 3. Don't know

17. Which of the following statements are true regarding the equipment used for this occupational program? (Check the appropriate answer for each statement.)

Yes	No	Don't know	
74 1.	19 2.	7 3.	It is adequate to meet training needs.
82 1.	8 2.	10 3.	It is properly maintained.
45 1.	42 2.	13 3.	It is sufficient in amount.
84 1.	1 2.	16 3.	It is maintained to meet acceptable safety standards.

18. Which of the following statements are true regarding the instructional facilities (excluding equipment) used by the program? (Check the appropriate answer for each statement.)

% Yes	No	Don't know	
93 1.	2 2.	6 3.	They are maintained to meet acceptable safety standards.
82 1.	11 2.	7 3.	They meet program and student needs.
92 1.	3 2.	5 3.	They are functional.
77 1.	11 2.	12 3.	They provide adequate flexibility.

19. How adequate are the facilities (classrooms, laboratories, etc.) for this program for providing quality instruction for the current enrollment served?

23 1. Very adequate
63 2. Adequate
10 3. Borderline
2 4. Inadequate
1 5. Very inadequate
2 6. Don't know

20. For which of the following is the advisory committee used for this program? (Check all that apply.)

88 1. Community needs analysis
66 2. Program promotion
92 3. Program modification
87 4. Program evaluation
77 5. Curriculum development
45 6. Student job placement
38 7. Recommend instructional staff
66 8. Recommend facilities and equipment
47 9. Providing work experience
6 10. Other (please specify:)_____
0 11. None of the above

21. Does the advisory committee meet often enough to be effective?

73 1. Yes
17 2. No
10 3. Don't know

22. In your opinion, how adequate are the funds allocated in the college operating budget to support the achievement of approved objectives for this program?

%	
2	1. Very adequate
34	2. Adequate
33	3. Borderline
12	4. Inadequate
6	5. Very inadequate
14	6. Don't know

23. In your opinion, how adequate are the capital outlay funds allocated for the program for each of the following? (Check one column for each.)

	Adequate	Borderline	Inadequate
New equipment to meet enrollment changes	% 38 1.	38 2.	24 3.
New equipment to meet technology changes	31 1.	42 2.	27 3.
Equipment replacement	32 1.	45 2.	23 3.
Equipment repair	51 1.	37 2.	12 3.
New facilities that the program needs	30 1.	47 2.	23 3.
Facilities renovation	35 1.	41 2.	24 3.

ADVISORY COMMITTEE RESPONDENT: PLEASE ANSWER THE QUESTIONS ON THE FOLLOWING PAGE

Advisory committee chairperson (or designee) who participated in the evaluation:

Name	Title
Signature	Date

College administrator immediately responsible for the program:

Name	Title
Signature	Date

College administrator comments, if any:

COLLEGE_____ DATE_____

NAME OF PROGRAM_____ TOP CODE __ __ __ __ . __

24. List the one most significant contribution of the advisory committee during the last two years.

    a.

25. In your opinion, what are the strengths of this occupational education program? List up to three in priority order.

    a.

    b.

    c.

26. In your opinion, what improvements are needed for this occupational education program? List up to three in priority order.

    a.

    b.

    c.

27. The evaluation process is being field tested. Please give any suggestions for improving this evaluation form or the process. Please refer to specific questions by number when appropriate.

APPENDIX D
STUDENT QUESTIONNAIRE WITH TABULATIONS OVER ALL PROGRAMS (N = 3,581)

Form 4 3/2/87

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Student Questionnaire

COLLEGE_____ DATE_____

NAME OF PROGRAM_____ TOP CODE __ __ __ __ . __

Please answer the following questions.

		Yes %	No	Don't know
1.	Are the performance objectives (skills or competencies) you are expected to learn in this course stated in writing?	89	5	7
2.	Is your progress in this course evaluated in terms of the skills or competencies you are expected to learn?	92	3	5
3.	Are different teaching methods or materials used to help all students in the class?	79	13	8
4.	a. Have you ever sought help from a counselor at this college for career counseling, guidance, or program advisement?	55	44	1
	b. If "Yes," were you able to get the help you needed?	86	13	2
5.	Have you been told about employment opportunities after you complete your occupational program objectives?	58	38	5
6.	a. Did you take any courses as prerequisites for this occupational program?	52	46	2
	b. If "Yes," did the prerequisites help you to succeed?	90	5	6
7.	Is individual help in this course provided when requested?	87	4	9

		Yes	No	Don't know
		%		
8.	Please answer the following questions about the equipment used for this course.			
	a. It is up-to-date.	81	12	7
	b. It usually works.	90	6	4
	c. There is enough of it so assignments can be completed on time.	81	14	5
	d. It is safe to use.	92	2	6
9.	Are there enough supplies, reference books, and tools for you to complete your assignments in this course on time?	89	7	4

10. In column A below, check up to three items that you think are strengths of the occupational program of which this course is a part. In column B, check up to three items that you think are weaknesses.

		A Strengths (No more than 3)	B Weaknesses (No more than 3)
		%	
a.	Program instruction (clarity, approaches, methods)	69	11
b.	Relevant skills/knowledge	44	5
c.	Practical (hands-on) experiences	55	17
d.	Work experience education (or clinical experience)	17	17
e.	Facilities	15	17
f.	Equipment	20	23
g.	Instructional materials and supplies	10	8
h.	Times courses are offered	19	39
i.	Location of instruction	10	9
j.	Class size	20	21
k.	Tutorial or other special assistance	11	17
l.	Counseling services	6	19
m.	Job placement assistance	6	30
n.	Job opportunities for program completers	9	23

11. Please give any comments or suggestions for improving this course and/or the program.

Yes 23% No 77%

APPENDIX E

Table E-1

Comparison of Responses by Administrators, Instructors, and Advisory Committees on Selected Evaluation Items

Item	Percent by Group		
	Adm	Ins	AC
Learner performance objectives used in the courses of the program:			
Are based on employment standards	89[a]	75	-
Stated in writing and measurable terms	85	82	-
Used to evaluate student progress	86	88	-
Do not exist	1	1	-
None of the above	0	1	-
Most recent student follow-up data:			
Justify continuing program in current form	58	54	57
Suggest need for program modification	12	10	11
Suggest possible need to eliminate program	1	0	0
Cannot draw conclusions from them	17[b]	6	7
Are not available for review	11	14	9
Don't know	1	16[a]	16[a]
Effective liaison is maintained with other programs and agencies in the area.			
Yes	86[a]	73	-
No	11	12	-
Don't know	3	15[a]	-
Liaison is maintained to ensure:			
A coordinated approach	64	70	-
Articulation	76	72	-
Avoiding unnecessary duplication	48[a]	36	-
None of the above	2	4	-

(Table continued on next page)

[a] 10% or more larger than one other group.

[b] 10% or more larger than both other groups.

Table E-1 (continued)

Comparison of Responses by Administrators, Instructors, and Advisory Committees on Selected Evaluation Items

Item	Percent by Group Adm	Ins	AC
Courses are offered to meet local needs for maintaining/ upgrading occupational skills.			
Yes	94	-	91
No	5	-	4
Don't know	1	-	5
The following data are used in program development or modification:			
Employment opportunities	85	76	77
Job requirements and/or industry standards	93[a]	81	85
Community training needs	77[b]	57	62
Emerging trends in job openings	86[b]	68	69
None of the above	1	3	2
Don't know	1	7	7
The following data are used in program evaluation:			
Employment opportunities	83[b]	69	67
Job requirements and/or industry standards	84	75	76
Community training needs	71[b]	50	57
Emerging trends in job openings	77[b]	63	65
None of the above	3	6	2
Don't know	2	13[a]	13[a]
Does this program duplicate a comparable program in the area?			
No, it does not duplicate.	77	-	70
Yes, but there is justification.	23	-	26
May unnecessarily duplicate.	0	-	4

(Table continued on next page)

[a] 10% or more larger than one other group.

[b] 10% or more larger than both other groups.

Table E-1 (continued)

Comparison of Responses by Administrators, Instructors, and Advisory Committees on Selected Evaluation Items

Item	Percent by Group		
	Adm	Ins	AC
College has central placement system.			
Yes	68	68	-
No	32	32	-
Effectiveness of the central placement system:			
Very effective	11	12	8
Effective	33[a]	41[a]	23
Borderline	41[b]	20	16
Ineffective	5	2	7
Very ineffective	2	2	2
Don't know	8	23[a]	32[a]
Have no such placement system	-	-	12
Are there departmental placement activities?			
Yes	67	63	-
No	33	37	-
Effectiveness of the departmental placement activities:			
Very effective	29	33	-
Effective	44	45	-
Borderline	22	15	-
Ineffective	1	0	-
Very ineffective	0	0	-
Don't know	4	7	-
Program completers employed in their field of training.			
90% or more	19	23	22
70% to 89%	25	18	17
40% to 69%	17	9	12
10% to 39%	2	2	2
Less than 10%	1	0	0
Don't know	36	48[a]	47[a]

(Table continued on next page)

Table E-1 (continued)

Comparison of Responses by Administrators, Instructors, and Advisory Committees on Selected Evaluation Items

Item	Percent by Group		
	Adm	Ins	AC
The college system to inform the public about the program is:			
Very effective	-	11	12
Effective	-	34	46[a]
Borderline	-	31	26
Ineffective	-	9	7
Very ineffective	-	5	1
Don't know	-	10	8
Sufficient administration/supervision is provided.			
Yes	83[a]	68	-
No	17	20	-
Don't know	0	12[a]	-
Sufficient instructional staff is available to meet student needs.			
Yes	88	80	89
No	12	15	8
Don't know	0	5	3
Sufficient instructional staff is available to provide liaison with advisory committee.			
Yes	92[a]	81	95[a]
No	2	8	3
Don't know	1	11[b]	2
Sufficient instructional staff is available to conduct placement activities.			
Yes	32	36	41
No	60[b]	48[a]	29
Don't know	8	16	30[b]

(Table continued on next page)

[a] 10% or more larger than one other group.

[b] 10% or more larger than both other groups.

Table E-1 (continued)

Comparison of Responses by Administrators, Instructors, and Advisory Committees on Selected Evaluation Items

Item	Percent by Group		
	Adm	Ins	AC
Sufficient instructional staff is available to conduct follow-up activities.			
Yes	23	26	36[b]
No	67[b]	55[a]	35
Don't know	10	19	29[b]
Sufficient instructional staff is available to maintain relevancy/currency.			
Yes	89[a]	75	90[a]
No	10	14[a]	3
Don't know	1	11[a]	7
Instructors have two or more years of relevant employment experience.			
Yes	98[a]	-	86
No	1	-	2
Don't know	1	-	12[a]
Instructors have kept current in their field.			
Yes	92	-	94
No	5	-	2
Don't know	3	-	4
Instructors need additional inservice training.			
Yes	41[a]	-	31
No	53	-	50
Don't know	6	-	19[a]
Equipment is adequate to meet training needs.			
Yes	70	68	74
No	28	30[a]	19
Don't know	2	2	7

(Table continued on next page)

[a] 10% or more larger than one other group.

[b] 10% or more larger than both other groups.

Table E-1 (continued)

Comparison of Responses by Administrators, Instructors, and Advisory Committees on Selected Evaluation Items

Item	Percent by Group		
	Adm	Ins	AC
Equipment is properly maintained.			
Yes	86[a]	74	82
No	12	24[b]	8
Don't know	2	2	10
Equipment is sufficient in amount.			
Yes	46	53	45
No	50	43	42
Don't know	4	4	13
Equipment meets safety standards.			
Yes	94[a]	86	83
No	4	7	1
Don't know	2	7	16[a]
Facilities are maintained to meet safety standards.			
Yes	96	88	93
No	3	8	1
Don't know	1	4	6
Facilities meet program and student needs.			
Yes	75	74	82
No	21[a]	25[a]	11
Don't know	4	1	7
Facilities are functional.			
Yes	94	90	92
No	5	9	3
Don't know	1	1	5

(Table continued on next page)

[a]10% or more larger than one other group.

[b]10% or more larger than both other groups.

Table E-1 (continued)

Comparison of Responses by Administrators, Instructors, and Advisory Committees on Selected Evaluation Items

Item	Percent by Group Adm	Ins	AC
Facilities provide adequate flexibility.			
Yes	73	68	77
No	23[a]	30[a]	11
Don't know	4	2	12[a]
Is there a local advisory committee for the program?			
Yes	95	91	-
No	5	9	-
Use of the advisory committee:			
Community needs analysis	83	78	88[a]
Program promotion	70	63	66
Program modification	92	85	92
Program evaluation	81	80	87
Curriculum development	82[a]	70	77
Student job placement	60[b]	47	45
Recommend instructional staff	38[a]	26	38[a]
Recommend facilities and equipment	67[a]	57	66
Providing work experience	50[a]	40	47
Other	4	4	6
None of the above	0	1	0
Don't know	2	4	0
Adequacy of operating budget:			
Very adequate	8	3	2
Adequate	44[b]	34	34
Borderline	29	33	32
Inadequate	11	15	12
Very inadequate	8	9	6
Don't know	0	6	14

(Table continued on next page)

[a]10% or more larger than one other group.

[b]10% or more larger than both other groups.

Table E-1 (continued)

Comparison of Responses by Administrators, Instructors, and Advisory Committees on Selected Evaluation Items

Item	Percent by Group		
	Adm	Ins	AC
Funds for new equipment to meet enrollment changes:			
Adequate	44	38	38
Borderline	30	38	38
Inadequate	26	24	24
Funds for new equipment to meet technological changes:			
Adequate	34	29	31
Borderline	30	39	42[a]
Inadequate	36	32	27
Funds for equipment replacement:			
Adequate	35	29	32
Borderline	35	42	45[a]
Inadequate	30	29	23
Funds for equipment repair:			
Adequate	53	50	51
Borderline	32	30	37
Inadequate	15	20	12
Funds for facilities that the program needs:			
Adequate	40[b]	29	30
Borderline	21	34[a]	47[b]
Inadequate	39[a]	37[a]	23
Funds for facilities renovation:			
Adequate	37	29	35
Borderline	35	39	41
Inadequate	28	32	24

[a] 10% or more larger than one other group.

[b] 10% or more larger than both other groups.

APPENDIX F

SUMMARY LISTS SHOWING POTENTIAL STRENGTHS AND NEEDS FOR IMPROVEMENT OVER ALL PROGRAMS

Table F-1

Summary List of Statewide OEPES 1986-87 Administrator Form Responses

Program: ALL All programs reported
N = 145 Sum of percents = 5808
Items at the top are potential program Strengths, those at the bottom potential Needs for Improvement.

PER-CENT	ITEM NO.	ITEM
99	7	Program does not unnecessarily duplicate a comparable program in the area
98	14	Day students have ready access to career couns./guidance, prog. advisement
98	23	Instructors have two or more years of relevant employment experience
96	23	Instructors have developed & maintained a high level of teaching competence
96	25	Instructional facilities are maintained to meet acceptable safety standards
95	26a	There is a local advisory committee for the program
95	26c	Local advisory committee composed of a majority of industry representatives
94	5	Courses offered to meet local needs for maintaining/upgrading occup. skills
94	15	Students desiring enrollment are afforded equitable treatment on selection
94	24	Equipment used is maintained to meet acceptable safety standards
94	25	Instructional facilities used by the program are functional
93	3	Current data on job performance requirements used in program modification
92	22	Instructional staff is sufficient to provide liaison with advisory committee
92	23	Instructors have kept current in their field
92	26b	The local advisory committee is used for program modification
90	8	Special services for disadvantaged are provided to students in the program
90	10	Facilities and equipment adapted when necessary to meet needs of handicapped
89	1	Learner performance objectives are based on employment standards
89	22	Instructional staff is sufficient to maintain program relevancy/currency
88	22	Instructional staff is sufficient to meet individual student needs
87	11	Support services provided to help single parents/homemakers succeed in prog.
87	14	Evening students have ready access to career couns./guid., prog. advisement
87	26d	Industry representatives on advisory committee reflect demographics served
86	1	Learner performance objectives are used to evaluate student progress
86	3	Current data on emerging trends in job openings used in program modification
86	6a	Effective liaison is maintained with other community programs and agencies
86	9	Special services for handicapped are provided to students in the program
86	24	Equipment used for the program is properly maintained
85	1	Learner performance objectives are stated in writing and measurable terms
85	3	Current data on employment opportunities used in program modification
85	13	Basic skills assessment provided for students in the program
84	4	Current data on job performance requirements used in program evaluation
84	15	Students desiring enrollment not discouraged by unrealistic prerequisites
83	4	Current data on employment opportunities used in program evaluation
83	20	Sufficient administration and/or supervision is provided for the program
83	26b	The local advisory committee is used for community needs analysis
82	26b	The local advisory committee is used for curriculum development
81	26b	The local advisory committee is used for program evaluation

(Table continued on next page)

Table F-1 (continued)

Summary List of Statewide OEPES 1986-87 Administrator Form Responses

PER-CENT	ITEM NO.	ITEM
80	16	Opportunities provided for related work exper./equivalent clinical training
77	3	Current data on community training needs used in program modification
77	4	Current data on emerging trends in job openings used in program evaluation
76	6b	Liaison with others maintained to ensure articulation
75	15	Students desiring enrollment are counseled on employment opportunities
75	25	Instructional facilities used by the program meet program and student needs
73	18b	Departmental placement activities are effective
73	25	Instructional facilities used by the program provide adequate flexibility
71	2	Recent student follow-up data are used for program evaluation
71	4	Current data on community training needs used in program evaluation
70	24	Equipment used for the program is adequate to meet training needs
70	26b	The local advisory committee is used for program promotion
68	12B	Achieved elimination of sex bias/stereotyping in acceptance in the program
68	12B	Achieved elimination of sex bias/stereotyping in instruction
68	17a	College has central placement system for locating jobs for prog. completers
67	18a	There are departmental placement activities for locating jobs for completers
67	26b	The local advisory committee is used to recommend facilities and equipment
64	6b	Liaison with others maintained to ensure a coordinated approach
62	15	Students desiring enrollment are identified through recruitment activities
60	26b	The local advisory committee is used for student job placement
59	23	Instructors do not need additional inservice to bring occup. competencies up
55	12B	Achieved elimination of sex bias/stereo. in selection of curric. materials
53	28	Capital outlay funds adequate for equipment repair
52	13	Occupational interest inventory testing provided for students in the program
52	27	Operating budget funds adequate to support achievement of objectives
50	26b	The local advisory committee is used for providing work experience
48	6b	Liaison with others maintained to ensure unnecessary duplication is avoided
47	12B	Achieved elimination of sex bias/stereotyping in staffing
46	12B	Achieved elimination of sex bias/stereotyping in counseling and guidance
46	24	Equipment used for the program is sufficient in amount
45	28	Capital outlay funds adequate for new equipment to meet enrollment needs
44	17b	The central college placement system is effective
44	19	70-100% of completers who desired employment employed in field of training
43	12B	Achieved elimination of sex bias/stereotyping in placement
43	12B	Achieved elimination of sex bias/stereotyping in student recruitment
40	28	Capital outlay funds adequate for new facilities that the program needs
38	26b	The local advisory committee is used to recommend instructional staff
37	28	Capital outlay funds adequate for facilities renovation
35	28	Capital outlay funds adequate for equipment replacement
34	28	Capital outlay funds adequate for new equipment to meet technology changes
32	22	Instructional staff is sufficient to conduct placement activities
23	22	Instructional staff is sufficient to conduct follow-up activities
21	14	Weekend students have ready access to career couns./guid., prog. advisement
15	13	Occupation-specific manipulative/dexterity testing provided for students

Table F-2

Summary List of Statewide OEPES 1986-87 Instructor Form Responses

Program: ALL All programs reported
N = 155 Sum of percents = 5359
Items at the top are potential program Strengths, those at the bottom potential Needs for Improvement.

PER-CENT	ITEM NO.	ITEM
97	25	Instructional materials used are relevant to the program
91	26a	There is a local advisory committee for the program
91	26c	The local advisory committee meets at least annually
90	24	Instructional facilities used by the program are functional
88	3	Learner performance objectives are used to evaluate student progress
88	24	Instructional facilities are maintained to meet acceptable safety standards
86	23	Equipment used is maintained to meet acceptable safety standards
86	26d	Instructor participates in local advisory committee meetings and functions
85	25	Instructional materials used are relevant to individual student needs
85	26b	The local advisory committee is used for program modification
82	3	Learner performance objectives are stated in writing and measurable terms
81	6	Current data on job performance requirements used in program modification
81	20	Instructional staff is sufficient to provide liaison with advisory committee
80	20	Instructional staff is sufficient to meet individual student needs
80	26b	The local advisory committee is used for program evaluation
79	22B	Administrative support staff adequately available when they were needed
78	16b	Departmental placement activities are effective
78	26b	The local advisory committee is used for community needs analysis
77	2	Learner performance objectives are used for 90-100% of the courses
77	25	Instructional materials used are current
76	6	Current data on employment opportunities used in program modification
75	3	Learner performance objectives are based on employment standards
75	7	Current data on job performance requirements used in program evaluation
75	20	Instructional staff is sufficient to maintain program relevancy/currency
74	23	Equipment used for the program is properly maintained
74	24	Instructional facilities used by the program meet program and student needs
73	8a	Effective liaison is maintained with other community programs and agencies
73	22B	Other support staff adequately available when they were needed
73	30	Instructor input used in planning capital outlay budget for new equipment
72	8b	Liaison with others maintained to ensure articulation
71	25	Instructional materials used are sufficient in quantity
70	8b	Liaison with others maintained to ensure a coordinated approach
70	26b	The local advisory committee is used for curriculum development
69	4	Small-group instruction used to respond to individual student differences
69	7	Current data on employment opportunities used in program evaluation
68	6	Current data on emerging trends in job openings used in program modification
68	15a	College has central placement system for locating jobs for prog. completers
68	19	Sufficient administration and/or supervision is provided by administrators
68	22B	Clerical support staff adequately available when they were needed
68	23	Equipment used for the program is adequate to meet training needs
68	24	Instructional facilities used by the program provide adequate flexibility

(Table continued on next page)

Table F-2 (continued)

Summary List of Statewide OEPES 1986-87 Instructor Form Responses

PER-CENT	ITEM NO.	ITEM
68	30	Instructor input used in planning capital outlay for equipment replacement
64	5	Recent student follow-up data are used for program evaluation
63	7	Current data on emerging trends in job openings used in program evaluation
63	16a	There are departmental placement activities for locating jobs for completers
63	26b	The local advisory committee is used for program promotion
61	21	College provided for conference attendance as an inservice opportunity
59	9	Special services for disadvantaged adequately coordinated with instruction
59	22B	Tutors adequately available when they were needed
59	30	Instructor input used in planning capital outlay budget for equipment repair
58	14	Work experience/clin. training well coordinated with classroom instruction
58	22B	Lab technicians adequately available when they were needed
57	6	Current data on community training needs used in program modification
57	10	Special services for handicapped adequately coordinated with instruction
57	26b	The local advisory committee is used to recommend facilities and equipment
56	22B	Instructional aides adequately available when they were needed
56	28	Instructor input is used in planning the current operating budget
53	15b	The central college placement system is effective
53	23	Equipment used for the program is sufficient in amount
52	12	All or most counseling staff have current knowledge about the program
50	7	Current data on community training needs used in program evaluation
50	29	Capital outlay funds adequate for equipment repair
47	21	College provided for workshops as an inservice education opportunity
47	26b	The local advisory committee is used for student job placement
47	30	Instructor input used in planning capital outlay budget for new facilities
46	4	Programmed learning is used to respond to individual student differences
46	14	Work experience/clin. training well coordinated with employer supervision
46	22B	Teaching assistants adequately available when they were needed
45	18	System to inform the public about and promote the program is effective
44	4	Self-paced instruction is used to respond to individual student differences
44	30	Instructor input used in planning capital outlay for facilities renovation
43	11	Spec. serv. for single parents/homemakers adequately coord. w/ instruction
41	17	70-100% of completers who desired employment employed in field of training
40	26b	The local advisory committee is used for providing work experience
38	29	Capital outlay funds adequate for new equipment to meet enrollment needs
37	27	Operating budget funds adequate to support achievement of objectives
36	8b	Liaison with others maintained to ensure unnecessary duplication is avoided
36	20	Instructional staff is sufficient to conduct placement activities
35	21	College provided for curriculum development as an inservice opportunity
29	29	Capital outlay funds adequate for equipment replacement
29	29	Capital outlay funds adequate for facilities renovation
29	29	Capital outlay funds adequate for new facilities that the program needs
29	29	Capital outlay funds adequate for new equipment to meet technology changes
26	20	Instructional staff is sufficient to conduct follow-up activities
26	26b	The local advisory committee is used to recommend instructional staff
25	4	Computer aided instruction used to respond to individual stu. differences

(Table continued on next page)

Table F-2 (continued)

Summary List of Statewide OEPES 1986-87 Instructor Form Responses

PER-CENT	ITEM NO.	ITEM
25	13	80-100% of students participate in related work experience/clinical training
13	21	College provided for work experience as an inservice education opportunity
12	4	Bilingual assistance is used to respond to individual student differences
5	21	College provided for interns/exchanges as an inservice education opportunity

Table F-3

Summary List of Statewide OEPES 1986-87 Program Advisory Committee Form Responses

Program: ALL All programs reported

N = 129 Sum of percents = 3958

Items at the top are potential program Strengths, those at the bottom potential Needs for Improvement.

PER-CENT	ITEM NO.	ITEM
98	15	Instructors have occupational competency to teach the subject
96	9	Program does not unnecessarily duplicate a comparable program in the area
95	14	Instructional staff is sufficient to provide liaison with advisory committee
94	15	Instructors have kept current in their field
93	18	Instructional facilities are maintained to meet acceptable safety standards
92	18	Instructional facilities used by the program are functional
92	20	The local advisory committee is used for program modification
91	8	Courses offered to meet local needs for maintaining/upgrading occup. skills
90	7	Program completers are able to perform competencies required by employers
89	14	Instructional staff is sufficient to meet individual student needs
89	14	Instructional staff is sufficient to maintain program relevancy/currency
88	20	The local advisory committee is used for community needs analysis
87	2a	There are written learner performance objectives for each program course
87	20	The local advisory committee is used for program evaluation
86	4	Current data on job performance requirements used in program modification
86	10	Work experience educ. (or clinical train.) does not need to be improved
86	15	Instructors have two or more years of relevant employment experience
86	19	Facilities adequate for providing quality instruction for current enrollment
84	2b	All the learner perform. objectives are adequate to meet employ. standards
84	17	Equipment used is maintained to meet acceptable safety standards
82	17	Equipment used for the program is properly maintained
82	18	Instructional facilities used by the program meet program and student needs

(Table continued on next page)

Table F-3 (continued)

Summary List of Statewide OEPES 1986-87 Program Advisory Committee Form Responses

PER-CENT	ITEM NO.	ITEM
81	6	Employment demand is greater than or about the same as the number trained
77	4	Current data on employment opportunities used in program modification
77	18	Instructional facilities used by the program provide adequate flexibility
77	20	The local advisory committee is used for curriculum development
76	5	Current data on job performance requirements used in program evaluation
74	1	The written purposes or objectives of the program are adequate
74	17	Equipment used for the program is adequate to meet training needs
73	21	The advisory committee meets often enough to be effective
69	4	Current data on emerging trends in job openings used in program modification
68	3	Recent student follow-up data are used for program evaluation
68	15	Instructors do not need additional inservice to bring occup. competencies up
67	5	Current data on employment opportunities used in program evaluation
66	20	The local advisory committee is used for program promotion
66	20	The local advisory committee is used to recommend facilities and equipment
65	5	Current data on emerging trends in job openings used in program evaluation
62	4	Current data on community training needs used in program modification
61	10	Work experience educ. (or clinical train.) is part of instructional program
59	16	The college has provided for continuing inservice growth of program faculty
58	13	System to inform the public about and promote the program is effective
57	5	Current data on community training needs used in program evaluation
51	10	Work exper. educ. (clinical train.) supervised by subject matter instructors
51	23	Capital outlay funds adequate for equipment repair
47	20	The local advisory committee is used for providing work experience
45	17	Equipment used for the program is sufficient in amount
45	20	The local advisory committee is used for student job placement
41	14	Instructional staff is sufficient to conduct placement activities
39	12	70-100% of completers who desired employment employed in field of training
38	20	The local advisory committee is used to recommend instructional staff
38	23	Capital outlay funds adequate for new equipment to meet enrollment needs
36	14	Instructional staff is sufficient to conduct follow-up activities
36	22	Operating budget funds adequate to support achievement of objectives
35	23	Capital outlay funds adequate for facilities renovation
32	23	Capital outlay funds adequate for equipment replacement
31	11	The central college placement system is effective
31	23	Capital outlay funds adequate for new equipment to meet technology changes
30	23	Capital outlay funds adequate for new facilities that the program needs

Table F-4

Summary List of Statewide OEPES 1986-87 Student Questionnaire Responses

Program: All All programs reported
N = 142 Sum of percents = 1018
Items at the top of the 1st and 2nd lists are potential program Strengths, those at the bottom of the 1st and top of the 3rd lists are potential Needs for Improvement.

PER-CENT	ITEM NO.	ITEM
92	2	Progress in course is evaluated in terms of skills or competencies
92	8d	Equipment used for the course is safe to use
90	6b	Courses taken as program prerequisites helped student to succeed
90	8b	Equipment used for the course usually works
89	1	Performance objectives (skills or competencies) in course stated in writing
89	7	Individual help in the course is provided when requested
89	9	Are enough supplies/books/tools for student to complete assignments on time
84	4b	Able to get help needed from college counselor about career counseling, etc.
81	3	Different teaching methods or materials used to help all students in class
81	8a	Equipment used for the course is up-to-date
80	8c	There is enough equipment so that assignments can be completed on time
61	5	Told about employment opportunities after completion of program objectives
--	10A	CONSIDERED STRENGTHS OF THE PROGRAM:
70	a	Program instruction (clarity, approaches, methods)
58	c	Practical (hands-on) experiences
44	b	Relevant skills/knowledge
21	j	Class size
19	d	Work experience education (or clinical experience)
18	f	Equipment
16	h	Times courses are offered
15	e	Facilities
10	n	Job opportunities for program completers
9	g	Instructional materials and supplies
9	i	Location of instruction
9	k	Tutorial or other special assistance
6	m	Job placement assistance
5	l	Counseling services
--	10B	CONSIDERED WEAKNESSES OF THE PROGRAM:
40	h	Times courses are offered
29	m	Job placement assistance
27	f	Equipment
20	j	Class size
20	l	Counseling services
20	n	Job opportunities for program completers
17	e	Facilities
16	c	Practical (hands-on) experiences
16	d	Work experience education (or clinical experience)
16	k	Tutorial or other special assistance

(Table continued on next page)

Table F-4 (continued)

Summary List of Statewide OEPES 1986-87 Student Questionnaire Responses

PER-CENT	ITEM NO.	ITEM
10	a	Program instruction (clarity, approaches, methods)
9	i	Location of instruction
8	g	Instructional materials and supplies
4	b	Relevant skills/knowledge

APPENDIX G

PROGRAM STANDARDS FOR OCCUPATIONAL EDUCATION IN COMMUNITY COLLEGES

11/6/86 Revised

The following standards are recognized quality indicators of occupational education programs and services. The standards express desired levels of performance about instruction, support services, facilities, and equipment.

1. Use of Occupational Education Goals

   Occupational education goals, clearly stated in writing, are consistently used as a basis for planning specific objectives for occupational programs in each TOP (Taxonomy of Programs) discipline.

2. Use of Measurable Program Objectives

   Evaluation of each occupational program is based on written objectives stated in measurable terms.

3. Use of Measurable Learner Performance Objectives

   Learner performance objectives are stated in writing and in measurable terms, and are used to evaluate student progress in all courses in each occupational program. These learner objectives are based upon current employment standards.

4. Adaptation of Instructional Approaches

   Instructional approaches in all courses in each program recognize and respond to individual student differences through such means as programmed learning, self-paced and small group instruction, computer aided instruction, and bilingual assistance.

5. Use of Student Follow-up Information

   Current follow-up data on completers and leavers with marketable skills are consistently and systematically used in the evaluation of occupational programs in each TOP discipline.

6. Use of Information on Job Performance Requirements, Labor Market, and Community Training Needs

   Current data on job performance requirements, labor market needs, and community training needs are systematically used in the development and evaluation of each occupational program.

7. Provision for Maintaining and/or Upgrading Occupational Skills

   Each occupational program offers courses specifically designed to meet local community/industry needs for maintaining and upgrading occupational skills.

8. Coordination and Articulation with Other Community Programs and Agencies

Effective liaison is maintained with other community programs and agencies (such as job training programs, high schools, Regional Occupational Programs/Centers, and other community colleges) to ensure a coordinated approach and articulation, and to avoid unnecessary duplication in meeting occupational needs in the geographic area programs in the TOP discipline are designed to serve.

9. Relevance of Major-Related Courses

Applicable major-related courses (such as anatomy, physiology, business, and technical mathematics) are closely coordinated with each occupational program and are kept relevant and current to the needs of occupational students.

10. Special Provisions for Disadvantaged Occupational Students

Special services with qualified staff are provided by the college for occupational students with academic, socioeconomic, cultural, and related disadvantages, such as limited English speaking ability. In addition, such services are readily available to students in occupational programs in each TOP discipline, and they are coordinated with occupational instruction.

11. Special Provision for Handicapped Occupational Students

Special services with qualified staff are provided by the college for occupational students with physical, mental, emotional, and other health-impairing handicaps. In addition, such services are readily available to students in occupational programs in each TOP discipline, and they are coordinated with occupational instruction. Program facilities and equipment are also adapted to meet student needs.

12. Special Provisions for Occupational Students with Other Special Needs

Support services are provided by the college to help students with other special needs to succeed in occupational programs. In addition, such services are readily available to students in each TOP discipline, and they are coordinated with occupational instruction.

13. Special Provisions for Achieving Gender Equity

Emphasis is given to eliminating sex bias and sex stereotyping in programs in each TOP discipline: staffing, student recruitment, counseling and guidance, access to and acceptance in programs, selection of curricular materials, instruction, job development, and placement.

14. Provisions for Occupational Counseling, Guidance, and Assessment

The college provides career assessment services and an adequate number of personnel to ensure that day, evening, and weekend students in occupational programs in each TOP discipline have ready access to career counseling and guidance and to program advisement. The

counseling staff have current knowledge about occupational programs and use a variety of resources (such as instructors, career information systems, printed materials, audiovisuals, computer aided instruction, etc.) to meet individual student interests.

15. Program Availability and Accessibility

Students and potential students desiring enrollment in occupational programs in each TOP discipline are identified through recruitment activities, counseled on employment opportunities, afforded equitable treatment on enrollment selection, and not discouraged by unrealistic prerequisites. In addition, classes are scheduled at times and locations to meet the needs of a majority of students.

16. Provision for Work Experience

Opportunities for related work experience or equivalent clinical experience are provided for students in each occupational program. Such student participation is well coordinated with classroom instruction and employer supervision.

17. Provision for Placement of Occupational Education Students

The college has an effectively functioning system for locating jobs and coordinating placement for students completing each occupational program.

18. Placement Effectiveness for Students Trained with Marketable Skills

Program completers and leavers with marketable skills who desire employment are employed within a reasonable period of time in their field of preparation or in a closely related field.

19. Promotion of Occupational Education

An active and organized effort is made to inform the public and its representatives (such as news media, legislators, boards, and the business community) of the importance of providing effective and comprehensive occupational education and to gain community support and contributions for programs in each TOP discipline.

20. Provision for Direction and Coordination

Responsibilities, authority, and accountability for each occupational program are clearly identified and assigned. Also, sufficient administration and/or supervision is provided to obtain effective program planning, operation, and evaluation.

21. Qualifications of Administrators and/or Supervisors

Persons responsible for direction and coordination affecting each occupational program demonstrate a high level of administrative ability. In addition they are knowledgeable in and committed to occupational education. They must pass the qualification level in Appendix D of the State Plan for Vocational Education.

22. Adequate Instructional Staff to Assure Program Effectiveness

Instructional staffing in occupational programs in each TOP discipline is sufficient to permit optimum program effectiveness (such as through enabling teachers to meet individual student needs, providing liaison with advisory committees, and conducting placement and follow-up activities).

23. Qualifications of Instructional Staff

All of the instructors in occupational programs in each TOP discipline have two or more years of relevant employment experience, have kept current in their field, and have developed and maintained a high level of teaching competence. They should possess all the qualifications in Appendix D of the State Plan for Vocational Education.

24. Inservice Education Opportunities

The college provides for the continuing inservice growth of faculty in each occupational program through such opportunities as conference attendance, curriculum development, and work experience.

25. Use of Support Staff

Paraprofessionals (such as instructional aides and teacher assistants) and other support personnel are used when needed to ensure the maximum effectiveness of instructors in each occupational program.

26. Adequacy and Availability of Instructional Equipment

Equipment used for each occupational program is representative of that used in jobs for which students are being trained. In addition, it is current, operational, sufficient in amount, and safe.

27. Adequacy of Instructional Facilities

Instructional facilities (excluding equipment) meet program and student needs, are functional, and provide adequate flexibility and safe working conditions.

28. Use of Instructional Facilities and Equipment

Scheduling of facilities and equipment for each program is planned to optimize use and allow quality instruction.

29. Adequacy and Availability of Instructional Materials and Library Resources

Instructional materials (such as textbooks, reference books, visual aids, and mock-ups) are sufficient in quantity, current, relevant to each program and individual student needs, and varied.

30. Use of Advisory Committee

Each occupational program has an advisory committee composed of a majority of industry representatives. The representatives reflect as much as practical the demographics served. The advisory committee for each occupational program is used by the college staff in appropriate activities, including community needs analysis, program modification, and program promotion. In addition, the committee meets at least annually.

31. Provisions in Current Operating Budget

Adequate funds are allocated in the college operating budget to support the achievement of approved program objectives, and funding is planned with instructor input.

32. Provisions in Capital Outlay Budget

Adequate funds are allocated in a planned effort to provide for needed new facilities and equipment and for equipment replacement, repair, and renovation, consistent with the objectives for each occupational program. Instructor input is part of the planning process.

33. Provision for Living Skills

The college provides educational opportunities to assist students with those other areas of their lives which affect their ability to obtain and maintain employment (such as those areas under Consumer and Homemaking Education in the Vocational Education Act).

APPENDIX H

TABLES FROM ANALYSES BY PROGRAM STANDARDS

Table H-1

Program Standards Ordered by Average Rank of Administrator Items

No.	Standard[b]	No. Items	Average Rank[a]
7	Provision for maintaining, upgrading occupational skills	1	9.5
10	Special provisions for disadvantaged students	1	16.5
23	Qualifications of instructional staff	4	20.0
11	Special provisions for handicapped students	2	21.2
12	Special provisions for students with other special needs	1	22.0
3	Use of measurable learner performance objectives	3	24.8
27	Adequacy of instructional facilities	4	25.8
6	Use of information on job performance requirements, labor market, and community training needs	8	33.0
20	Provision for direction and coordination	1	35.0
15	Program availability and accessibility	4	35.6
8	Coordination and articulation with other community programs and agencies	5	38.0
26	Adequacy and availability of instructional equipment	4	38.1
30	Use of advisory committee	12	38.3
16	Provision for work experience	1	39.0
22	Adequate instructional staff to assure effectiveness	5	42.3
14	Provisions for counseling, guidance, and assessment	6	46.7
5	Use of student follow-up information	1	47.5
17	Provision for placement of students	4	55.6
31	Provisions in current operating budget	2	61.8
13	Special provision for achieving gender equity	7	63.2
18	Placement effectiveness for students trained with marketable skills	1	70.5
32	Provisions in capital outlay budget	5	74.8

[a] There were a total of 82 items. The average rank is the average of the ranks of the associated items when all items are ranked from highest percent response to lowest. The smaller the average rank, the more favorable were the responses to the associated items.

[b] There were no items for Standards 1, 2, 4, 9, 19, 21, 24, 25, 28, 29, or 33.

Table H-2

Program Standards Ordered by Average Rank of Instructor Items

No.	Standard[b]	No. Items	Average Rank[a]
3	Use of measurable learner performance objectives	4	14.8
29	Adequacy and availability of instructional materials	4	15.2
27	Adequacy of instructional facilities	4	18.5
26	Adequacy and availability of instructional equipment	4	32.6
30	Use of advisory committee	12	34.0
6	Use of information on job performance requirements, labor market, and community training needs	8	36.3
20	Provision for direction and coordination	1	39.0
17	Provision for placement of students	4	40.0
8	Coordination and articulation with other community programs and agencies	4	42.0
22	Adequate instructional staff to assure effectiveness	5	42.5
5	Use of student follow-up information	1	43.0
25	Use of support staff	7	43.9
10	Special provisions for disadvantaged students	1	49.0
11	Special provisions for handicapped students	1	54.0
14	Provisions for counseling, guidance, and assessment	1	60.0
32	Provisions in capital outlay budget	11	64.8
31	Provisions in current operating budget	2	66.2
16	Provision for work experience	3	68.3
19	Promotion of occupational education	1	69.0
4	Adaptation of instructional approaches	5	69.5
12	Special provisions for students with other special needs	1	72.0
18	Placement effectiveness for students trained with marketable skills	1	73.0
24	Inservice education opportunities	5	73.6

[a] There were a total of 90 items. The average rank is the average of the ranks of the associated items when all items are ranked from highest percent response to lowest. The smaller the average rank, the more favorable were the responses to the associated items.

[b] There were no items for Standards 1, 2, 7, 9, 13, 15, 21, 23, 28, or 33.

Table H-3

Program Standards Ordered by Average Rank of Program Advisory Committee Items

No.	Standard[b]	No. Items	Average Rank[a]
8	Coordination and articulation with other community programs and agencies	1	2.0
7	Provision for maintaining, upgrading occupational skills	1	8.0
23	Qualifications of instructional staff	4	13.5
27	Adequacy of instructional facilities	5	14.9
3	Use of measurable learner performance objectives	2	16.5
22	Adequate instructional staff to assure effectiveness	5	24.9
6	Use of information on job performance requirements, labor market, and community training needs	10	28.2
2	Use of measurable program objectives	1	28.5
26	Adequacy and availability of instructional equipment	4	29.0
30	Use of advisory committee	10	30.0
5	Use of student follow-up information	1	32.5
16	Provision for work experience	3	33.0
24	Inservice education opportunities	1	40.0
19	Promotion of occupational education	1	41.0
18	Placement effectiveness for students trained with marketable skills	1	49.0
31	Provisions in current operating budget	1	52.5
32	Provisions in capital outlay budget	6	52.9
17	Provision for placement of students	1	56.5

[a] There were a total of 58 items. The average rank is the average of the ranks of the associated items when all items are ranked from highest percent response to lowest. The smaller the average rank, the more favorable were the responses to the associated items.

[b] There were no items for Standards 1, 4, 9 to 15, 20, 21, 25, 28, 29, or 33.

Table H-4

Program Standards Ordered by Average Rank of Student Items

No.	Standard[b]	No. Items	Average Rank[a]
3	Use of measurable learner performance objectives	2	3.8
22	Adequate instructional staff to assure effectiveness	1	6.0
29	Adequacy and availability of instructional materials	1	6.0
26	Adequacy and availability of instructional equipment	4	6.4
15	Program availability and accessibility	2	7.8
14	Provisions for counseling, guidance, and assessment	1	8.0
4	Adaptation of instructional approaches	1	9.5

[a] There were a total of 12 items. The average rank is the average of the ranks of the associated items when all items are ranked from highest percent response to lowest. The smaller the average rank, the more favorable were the responses to the associated items.

[b] There were no items for the remaining Standards.

APPENDIX I

CALIFORNIA COMMUNITY COLLEGES THAT SUBMITTED 1986-87 EVALUATION DATA

Alameda
Allan Hancock
American River
Antelope Valley
Bakersfield
Cabrillo
Canyons
Cerritos
Chabot
Chabot Livermore
Citrus
Coastline
Cosumnes River
Crafton Hills
Cuesta
Cuyamaca
Cypress
De Anza
Diablo Valley
East Los Angeles
El Camino
Evergreen Valley
Feather River
Foothill
Glendale
Golden West
Grossmont
Hartnell
Imperial Valley
Kings River
Lake Tahoe
Laney
Long Beach City
Los Angeles City
Los Angeles Harbor
Los Angeles Mission
Los Angeles Pierce
Los Angeles Trade-Technical
Los Angeles Valley
Los Medanos
Marin
Merced
Merritt
Miracosta
Modesto
Monterey Peninsula
Moorpark
Mt. San Antonio
Mt. San Jacinto
Napa
Ohlone
Orange Coast
Oxnard
Palomar
Palo Verde
Pasadena City
Rancho Santiago
Redwoods
Rio Hondo
Riverside City
Sacramento City
San Diego City
San Diego Mesa
San Diego Miramar
San Francisco City
San Jose City
San Joaquin Delta
San Mateo
Santa Monica
Santa Rosa
Sequoias
Shasta
Siskiyous
Solano
Southwestern
Taft
Ventura
Vista
West Los Angeles
West Valley
Yuba

APPENDIX J

OPTICAL SCAN FORMS TO BE USED IN 1988-89

The following optical scan forms are attached:

Administrator Questionnaire

Instructor Questionnaire

Program Advisory Questionnaire

Student Questionnaire

2/88

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

ADMINISTRATOR QUESTIONNAIRE

COLLEGE _____ DATE _____

You are asked to complete this form as part of a local and statewide process for program evaluation and improvement.

The primary purposes of this evaluation are:

- to provide a basis for program improvement.
- for compliance with the Vocational Education Act.
- for accountability.

This form should ordinarily be used to report information about an ***individual*** occupational education program (that is, a program identified by a 5-digit TOP code). However, if answers ***would be identical*** for two or more programs, their codes can be listed below and one form used.

SPECIFIC INSTRUCTIONS

1. This form should only be completed by an administrator knowledgeable about the program.
2. The form should be filled out by an individual administrator, *not* by a group of administrators.
3. When completed, return the form to the college Administrator of Occupational Education.
4. IMPORTANT: Use *number 2 pencil only* when completing this form.

Please write the name(s) of the program(s) being evaluated on this form on the lines at right. Then fill in the TOP CODE in the sections below and mark the corresponding ovals using number 2 pencil. (Space has been provided for up to five program titles and five corresponding TOP codes.)

PROGRAM 1 _____

PROGRAM 2 _____

PROGRAM 3 _____

PROGRAM 4 _____

PROGRAM 5 _____

TOP CODE

WELDING

EXAMPLE

0	9	5	6	5

003894

MAKE NO MARKS IN THIS AREA.

1. Which of the following are true about all or almost all of the student performance objectives (skills and competencies) used in the courses of this program? (Mark all that apply.)

- ○ 1. They are based on employment standards.
- ○ 2. They are stated in writing and in measurable terms.
- ○ 3. They are used to evaluate student progress.
- ○ 4. They do not exist.
- ○ 5. None of the above.

2. Which of the following statements best describes the most recent student follow-up data about this occupational program? (Mark one only.)

- ○ 1. The data appear to justify continuing the program in its current form.
- ○ 2. The data suggest the need for program modification.
- ○ 3. The data suggest the possible need to eliminate the program.
- ○ 4. Some data are available but no valid conclusions can be drawn from them.
- ○ 5. There are no data available for review.
- ○ 6. Don't know.

3. Which of the following are systematically used in the *development or modification* of this program? (Mark all that apply.)

- ○ 1. Current data on employment opportunities.
- ○ 2. Current data on job performance requirements and/or industry standards.
- ○ 3. Current data on community training needs.
- ○ 4. Current data on emerging trends in job openings.
- ○ 5. None of the above.
- ○ 6. Don't know.

4. Which of the following are systematically used in the *evaluation* of this program? (Mark all that apply.)

- ○ 1. Current data employment opportunities.
- ○ 2. Current data on job performance requirements and/or industry standards.
- ○ 3. Current data on community training needs.
- ○ 4. Current data on emerging trends in job openings.
- ○ 5. None of the above.
- ○ 6. Don't know.

5. Are specifically designed courses offered in this program to meet local community/industry needs for maintaining and/or upgrading occupational skills?

- ○ Yes
- ○ No
- ○ Don't know

6. a. Is effective liaison maintained with other community programs and agencies (such as job training programs, high schools, other community colleges, regional occupational programs and centers) to meet occupational needs in the geographic area this program is designed to serve?

- ○ Yes
- ○ No
- ○ Don't know

b. If "Yes," for which of the following purposes is liaison maintained? (Mark all that apply.)

- ○ 1. A coordinated approach.
- ○ 2. Articulation.
- ○ 3. Avoiding unnecessary duplication.
- ○ 4. None of the above.
- ○ 5. Don't know.

PROCEED TO QUESTION 7

7. Which of the following statements best describes this program? (Mark one only.)

- ○ 1. It does not duplicate a comparable employment training program in the geographic area this program is designed to serve.
- ○ 2. It duplicates a comparable employment training program in the geographic area this program is designed to serve. However, there is justification for this program as it serves persons who would not otherwise be served.
- ○ 3. It may unnecessarily duplicate a comparable employment training program in the geographic area this program is designed to serve.
- ○ 4. Don't know.

8. Are special services for students with academic, socioeconomic, cultural, and related disadvantages provided to students in this occupational program?

- ○ Yes
- ○ No
- ○ Don't know

9. Are special services for students with physical, mental, and other health-impairing handicaps provided to students in this occupational program?

- ○ Yes
- ○ No
- ○ Don't know

10. Are facilities and equipment used in this program adapted to meet the needs of handicapped students?

- ○ 1. Yes, adapted.
- ○ 2. No, not adapted.
- ○ 3. No, it has not been necessary.
- ○ 4. Don't know.

11. Are support services provided by the college to help single parents and homemakers succeed in *this* occupational program?

- ○ Yes
- ○ No
- ○ Don't know

12. *In column A* below, check whether or not the college has given *emphasis* to eliminating sex bias and sex stereotyping in this occupational program in the areas shown. *In column B* check the *degree* to which the college *achieved* the elimination of sex bias and sex stereotyping in this occupational program. (Mark an oval in **both** column A and column B.)

	A Emphasis		B Degree Achieved		
	Yes	No	Low	Medium	High
Staffing	○	○	○	○	○
Student recruitment	○	○	○	○	○
Counseling and guidance	○	○	○	○	○
Access to and acceptance in the program	○	○	○	○	○
Selection of curricular materials	○	○	○	○	○
Instruction	○	○	○	○	○
Job development	○	○	○	○	○
Placement	○	○	○	○	○

13. Which of the following types of *career assessment services* are provided for students in this occupational program? (Mark all that apply.)

- ○ 1. Basic skills assessment.
- ○ 2. Occupational interest inventory testing.
- ○ 3. Occupation-specific manipulative/dexterity testing.
- ○ 4. Other (please specify): _____
- ○ 5. None of the above.
- ○ 6. Don't know.

PROCEED TO QUESTION 14

4. For which of the following types of students in this occupational program does the college provide ready access to career counseling and guidance and to program advisement? (Mark one answer for each type of student.)

	Yes	No	Don't Know	Not Applicable
Day students	○	○	○	
Evening students	○	○	○	○
Weekend students	○	○	○	○

5. Which of the following statements are true regarding students or potential students desiring enrollment in this occupational program? (Mark the appropriate answer for each statement.)

	Yes	No	Don't Know
Students are identified through recruitment activities.	○	○	○
Student are counseled on employment opportunities.	○	○	○
Students are afforded equitable treatment on enrollment selection.	○	○	○
Students are discouraged by *unrealistic* prerequisites.	○	○	○

6. Are opportunities provided for related occupational work experience education (or equivalent clinical training) for students in this program?
○ Yes ○ No ○ Don't know

7. a. Does the college have a *central* college placement system for locating jobs and coordinating placement for students completing this occupational program?
○ Yes ○ No ○ Don't know

b. If "Yes," how effective is the central college placement system?

○ 1. Very effective ○ 4. Ineffective
○ 2. Effective ○ 5. Very ineffective
○ 3. Borderline ○ 6. Don't know

8. a. Are there *departmental* placement activities for locating jobs and coordinating placement for students completing this occupational program?
○ Yes ○ No ○ Don't know

b. If "Yes," how effective are departmental placement activities?

○ 1. Very effective ○ 4. Ineffective
○ 2. Effective ○ 5. Very ineffective
○ 3. Borderline ○ 6. Don't know

9. Based upon the college's most recent student follow-up data, what percent of the completers of this occupational program who desired employment are actually employed in their field of training or in a closely related field?

○ 1. 90% or more ○ 4. 10% to 39%
○ 2. 70% to 89% ○ 5. Less than 10%
○ 3. 40% to 69% ○ 6. Don't know

10. Is sufficient administration and/or supervision provided to obtain effective program planning, operation, and evaluation for this occupational program?
○ Yes ○ No

PROCEED TO QUESTION 21

21. In which of the following areas would you like additional information and/or assistance to help you administer this occupational program? (Mark all that apply.)

○ 1. Vocational education rules and regulations
○ 2. Curriculum development
○ 3. Personnel management
○ 4. Staff development
○ 5. Staff evaluation
○ 6. Budgeting
○ 7. Program planning
○ 8. Program evaluation
○ 9. None of the above

22. Which of the following statements are true about the number of instructional staff available for this program? (Mark the appropriate answer for each statement.)

	Yes	No	Don't Know
It is sufficient to meet student instructional needs.	○	○	○
It is sufficient to provide liaison with the advisory committee.	○	○	○
It is sufficient to conduct placement activities.	○	○	○
It is sufficient to conduct follow-up activities.	○	○	○
It is sufficient to maintain the relevancy/currency of the program.	○	○	○

23. Which of the following statements are true about all or almost all of the instructors in this occupational program? (Mark the most appropriate answer for each statement.)

	Yes	No	Don't Know
They have two or more years of relevant employment experience.	○	○	○
They have developed and maintained a high level of teaching competence.	○	○	○
They have kept current in their field.	○	○	○
They need additional inservice training to bring occupational competencies up to industry standards.	○	○	○

24. Which of the following statements are true regarding the equipment used for this occupational program? (Mark the most appropriate answer for each statement.)

	Yes	No	Don't Know
It is adequate to meet training needs.	○	○	○
It is properly maintained.	○	○	○
It is sufficient in amount.	○	○	○
It is maintained to meet acceptable safety standards.	○	○	○

25. Which of the following are true regarding the instructional facilities (excluding equipment) used by the program? (Mark the most appropriate answer for each statement.)

	Yes	No	Don't Know
They are maintained to meet acceptable safety standards.	○	○	○
They meet program and student needs.	○	○	○
They are functional.	○	○	○

PROCEED TO QUESTION 26

26. a. Is there a local advisory committee for this occupational program?

- ◯ 1. Yes
- ◯ 2. No (Please skip to Question 27)
- ◯ 3. Don't know (Please skip to Question 27)

b. If "Yes," for which of the following is the advisory committee used? (Mark all that apply.)

- ◯ 1. Community needs analysis
- ◯ 2. Program promotion
- ◯ 3. Program modification
- ◯ 4. Program evaluation
- ◯ 5. Curriculum development
- ◯ 6. Student job placement
- ◯ 7. Recommend instructional staff
- ◯ 8. Recommend facilities and equipment
- ◯ 9. Providing work experience
- ◯ 10. Don't know

c. Is the local advisory committee for this program composed of a majority of industry representatives?
- ◯ Yes
- ◯ No
- ◯ Don't know

d. Do the industry representatives on the local advisory committee for this program reflect, as much as practical, the demographics served?
- ◯ Yes
- ◯ No
- ◯ Don't know

27. In your opinion, how adequate are the funds allocated in the college operating budget (excluding equipment and facilities) to support the achievement of approved objectives for this program?

- ◯ 1. Very adequate
- ◯ 2. Adequate
- ◯ 3. Borderline
- ◯ 4. Inadequate
- ◯ 5. Very inadequate
- ◯ 6. Don't know

28. In your opinion, how adequate are the capital outlay funds allocated for this program for each of the following? (Mark one column for each.)

	Adequate	Borderline	Inadequate	Not Applicable
New equipment to meet enrollment changes	◯	◯	◯	◯
New equipment to meet technology changes	◯	◯	◯	◯
Equipment replacement	◯	◯	◯	◯
Equipment repair	◯	◯	◯	◯
New facilities that the program needs	◯	◯	◯	◯
Facilities renovation	◯	◯	◯	◯

PROCEED TO QUESTION 29

Person completing this form: (optional)

NAME (Please print)

TITLE

29. In your opinion, what are the **strengths** of this occupational education program? List up to three in priority order.

a.

b.

c.

30. In your opinion, what **improvements** are needed for this occupational education program? List up to three in priority order.

a.

b.

c.

THANK YOU!

MAKE NO MARKS IN THIS AREA.

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2/88

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

INSTRUCTOR QUESTIONNAIRE

COLLEGE DATE

You are asked to complete this form as part of a statewide process for program evaluation and improvement.

The primary purposes of this evaluation are:

- to provide a basis for program improvement,
- for compliance with the Vocational Education Act,
- for accountability.

SPECIFIC INSTRUCTIONS

1. Make sure you teach a course or courses for the program identified below.
2. All full-time instructors and key part-time instructors in the program should fill out this form *individually*.
3. When completed, return the form to the person who distributed it to you.
4. IMPORTANT: Use *number 2 pencil* only in completing this form.

TOP CODE

NAME OF PROGRAM

014143

MAKE NO MARKS IN THIS AREA.

1. Please mark the most appropriate spaces about yourself. (Mark only one space for 1a and one space for 1b.)

a. ◇ 1. Full-time instructor at this college
◇ 2. Part-time instructor at this college

b. ◇ 1. Teach day classes only at this college
◇ 2. Teach evening classes only at this college
◇ 3. Teach both day and evening classes at this college

2. For what percent of the courses that you teach for this occupational program are student performance objectives (skills and competencies) used?

◇ 1. 90-100%
◇ 2. 80-89%
◇ 3. 70-79%
◇ 4. 60-69%
◇ 5. Less than 60%

3. Which of the following are true about all or almost all of the student performance objectives (skills and competencies) used in the courses of this program? (Mark all that apply.)

◇ 1. They are based on employment standards.
◇ 2. They are stated in writing and measurable terms.
◇ 3. They are used to evaluate student progress.
◇ 4. They do not exist.
◇ 5. None of the above.

4. Which of the following instructional approaches do you use in all or almost all of the courses you teach in this occupational program in order to recognize and respond to individual student differences? (Mark all that apply.)

◇ 1. Programmed learning
◇ 2. Self-paced instruction
◇ 3. Small-group instruction
◇ 4. Bilingual assistance
◇ 5. Computer-aided instruction
◇ 6. Other (please specify): _____
◇ 7. None of the above

5. Which of the following statements best describes the most recent student follow-up data about this occupational program? (Mark one only.)

◇ 1. The data appear to justify continuing the program in its current form.
◇ 2. The data suggest the need for program modification.
◇ 3. The data suggest the possible need to eliminate the program.
◇ 4. Some data are available but no valid conclusions can be drawn from them.
◇ 5. There are no data available for review.
◇ 6. Don't know.

6. Which of the following are systematically used in the *development or modification* of this program? (Mark all that apply.)

◇ 1. Current data on employment opportunities.
◇ 2. Current data on job performance requirements and/or industry standards.
◇ 3. Current data on community training needs.
◇ 4. Current data on emerging trends in job openings.
◇ 5. None of the above.
◇ 6. Don't know.

PROCEED TO QUESTION 7

7. Which of the following are systematically used in the *evaluation* of this program? (Mark all that apply.)

◇ 1. Current data on employment opportunities.
◇ 2. Current data on job performance requirements and/or industry standards.
◇ 3. Current data on community training needs.
◇ 4. Current data on emerging trends in job openings.
◇ 5. None of the above.
◇ 6. Don't know.

8. a. Is effective liaison maintained with other community programs and agencies (such as job training programs, high schools, other community colleges, regional occupational programs and centers) to meet occupational needs in the geographic area this program is designed to serve?
◇ Yes
◇ No
◇ Don't know

b. If "Yes," for which of the following purposes is liaison maintained? (Mark all that apply.)

◇ 1. A coordinated approach.
◇ 2. Articulation.
◇ 3. Avoiding unnecessary duplication.
◇ 4. None of the above.
◇ 5. Don't know.

9. Are special services for occupational students with academic, socioeconomic, cultural, and related disadvantages adequately coordinated with the instruction in this occupational program?

◇ 1. Yes, adequately coordinated.
◇ 2. No, not adequately coordinated.
◇ 3. No, no special services are available.
◇ 4. Don't know.

10. Are special services for occupational students with physical, mental, emotional, and other health-impairing handicaps adequately coordinated with the instruction in this occupational program?

◇ 1. Yes, adequately coordinated.
◇ 2. No, not adequately coordinated.
◇ 3. No, no special services are available.
◇ 4. Don't know.

11. Are support services to help single parents and homemakers succeed in occupational programs adequately coordinated with the instruction in this occupational program?

◇ 1. Yes, adequately coordinated.
◇ 2. No, not adequately coordinated.
◇ 3. No, no special services are available.
◇ 4. Don't know.

12. Do counseling staff members have current knowledge about this occupational program?

◇ 1. All of them.
◇ 2. Most of them.
◇ 3. About half of them.
◇ 4. Few of them.
◇ 5. None of them.
◇ 6. Don't know.

13. Are opportunities for related occupational work experience education (or equivalent clinical training) provided for students in this program?
◇ Yes
◇ No
◇ Don't know

PROCEED TO QUESTION 14

14. Which of the following statements are true regarding occupational work experience education (or equivalent clinical training) for this program? (Mark all that apply.)

- ○ 1. Student participation is well coordinated with classroom instruction
- ○ 2. Student participation is well coordinated with employer supervision
- ○ 3. Neither of the above
- ○ 4. Don't know

15 a. Does the college have a *central* college placement system for locating jobs and coordinating placement for students completing this occupational program?

- ○ Yes
- ○ No
- ○ Don't know

b. If "Yes," how effective is the central college placement system?

- ○ 1. Very effective
- ○ 2. Effective
- ○ 3. Borderline
- ○ 4. Ineffective
- ○ 5. Very ineffective
- ○ 6. Don't know

16. a. Are there *departmental* placement activities for locating jobs and coordinating placement for students completing this occupational program?

- ○ Yes
- ○ No
- ○ Don't know

b. If "Yes," how effective are departmental placement activities?

- ○ 1. Very effective
- ○ 2. Effective
- ○ 3. Borderline
- ○ 4. Ineffective
- ○ 5. Very ineffective
- ○ 6. Don't know

17. Based upon the college's most recent student follow-up data, what percent of the completers of this occupational program who desired employment are actually employed in their field of training (or in a closely related field)?

- ○ 1. 90% or more
- ○ 2. 70% to 89%
- ○ 3. 40% to 69%
- ○ 4. 10% to 39%
- ○ 5. Less than 10%
- ○ 6. Don't know

18. How effective is the college system in informing the public about and promoting this program?

- ○ 1. Very effective
- ○ 2. Effective
- ○ 3. Borderline
- ○ 4. Ineffective
- ○ 5. Very ineffective
- ○ 6. Don't know

19. Is your assigned or sufficient administration and/or supervision provided by program administrators to provide effective program planning, operation, and evaluation?

- ○ Yes
- ○ Sometimes
- ○ No
- ○ Don't know

20. Which of the following statements are true about the number of instructional staff available for the program? (Mark the appropriate answer for each statement.)

	Yes	No	Don't know
It is sufficient to meet student instructional needs.	○	○	○
It is sufficient to provide liaison with the advisory committee.	○	○	○
It is sufficient to conduct placement activities.	○	○	○
It is sufficient to conduct follow-up activities.	○	○	○
It is sufficient to maintain the relevancy/currency of the program.	○	○	○

PROCEED TO QUESTION 21

21. Which of the following inservice education experiences has the college provided for you during the last year? (Mark all that apply.)

- ○ 1. Conference attendance
- ○ 2. Inservice workshops
- ○ 3. Work experience
- ○ 4. Interns-exchanges
- ○ 5. Curriculum development
- ○ 6. Other (please specify) _____
- ○ 7. None of the above

22. Did you have a need during the last year for the use of the support personnel listed below to ensure your effectiveness in this program? If you did, were they adequately available? (Mark one answer for each type of support personnel.)

	Needed and adequately available	Needed but not adequately available	Not needed
Lab technicians	○	○	○
Instructional aides/teaching assistants	○	○	○
Tutors	○	○	○
Clerical/administrative support staff	○	○	○

23. Which of the following statements are true regarding the equipment used for this occupational program? (Mark the most appropriate answer for each statement.)

	Yes	No	Don't know
It is adequate to meet training needs.	○	○	○
It is properly maintained.	○	○	○
It is sufficient in amount.	○	○	○
It is maintained to meet acceptable safety standards.	○	○	○

24. Which of the following are true regarding the instructional facilities (excluding equipment) used by the program? (Mark the most appropriate answer for each statement.)

	Yes	No	Don't know
They are maintained to meet acceptable safety standards.	○	○	○
They meet program and student needs.	○	○	○
They are functional.	○	○	○

25. Which of the following statements do you think are true regarding the instructional materials (such as textbooks, reference books, visual aids, and mock-ups) used in this occupational program? (Mark all that apply.)

- ○ 1. They are relevant to the program.
- ○ 2. They are relevant to individual student needs.
- ○ 3. They are sufficient in quantity.
- ○ 4. They are current.
- ○ 5. They are varied.
- ○ 6. None of the above.

PROCEED TO QUESTION 26

26. a. Is there a local advisory committee for this occupational program?

- 1. Yes
- 2. No (Please skip to Question 27.)
- 3. Don't know (Please skip to Question 27.)

b. If "yes," for which of the following is the advisory committee used? (Mark all that apply.)

- 1. Community needs analysis
- 2. Program promotion
- 3. Program maintenance
- 4. Program evaluation
- 5. Curriculum development
- 6. Student job placement
- 7. Recommend instructional staff
- 8. Recommend facilities and equipment
- 9. Provide work experience
- 10. Don't know

c. How often does the local advisory committee for this program meet? (Mark only one.)

- 1. It doesn't meet
- 2. It meets once a year
- 3. It meets twice a year
- 4. It meets three times a year
- 5. It meets four or more times a year
- 6. Don't know

d. Do you participate in meetings and functions of the local advisory committee for this program?
- Yes
- No

27. In your opinion, how adequate are the funds allocated at the college operating budget (excluding equipment and facilities) to support the achievement of approved objectives for this program?

- 1. Very adequate
- 2. Adequate
- 3. Borderline
- 4. Inadequate
- 5. Very inadequate
- 6. Don't know

28. Is instructor input used in planning the current operating budget?
- Yes
- No
- Don't know

29. In your opinion how adequate are the capital outlay funds allocated for this program for each of the following? (Mark one column for each.)

	Adequate	Borderline	Inadequate	Not applicable
New equipment to meet enrollment changes				
New equipment to meet technology changes				
Equipment replacement				
Equipment repair				
New facilities that the program needs				
Facilities renovation				

PROCEED TO QUESTION 30

30. For which of the following is instructor input used in planning the capital outlay budget for the program? (Mark all that apply.)

- 1. New equipment that the program needs
- 2. Equipment replacement
- 3. Equipment repair
- 4. New facilities that the program needs
- 5. Facilities renovation
- 6. None of the above
- 7. Don't know

31. In your opinion, what are the **strengths** of this occupational education program? List up to three in priority order.

a.

b.

c.

32. In your opinion, what **improvements** are needed for this occupational education program? List up to three in priority order.

a.

b.

c.

THANK YOU!

Person completing this form: (Optional)

NAME (Please print)

MAKE NO MARKS IN THIS AREA.

2/88

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

PROGRAM ADVISORY COMMITTEE QUESTIONNAIRE

COLLEGE

You are asked to complete this form as part of a local and statewide process for program evaluation and improvement.

The primary purposes of this evaluation are:

- to provide a basis for program improvement.
- for compliance with the Vocational Education Act.
- for accountability.

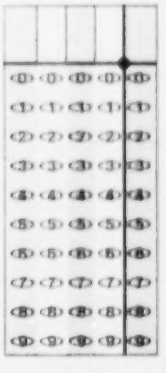
SPECIFIC INSTRUCTIONS

1. *Only one* Advisory Committee Evaluation Form should be filled out for the specific 5-digit program identified below. ***It should represent a consensus of the committee.***
2. The committee chairperson (or designee) who participated in the evaluation should sign the evaluation form.
3. The college administrator immediately responsible for the program will subsequently review and sign the evaluation form.
4. When completed, return the form to the college Administrator of Occupational Education.
5. IMPORTANT: Use *number 2 pencil only* in completing this form.

NAME OF PROGRAM

TOP CODE

It is imperative that the TOP CODE for this program be entered. Write the number in the boxes at right, then mark the corresponding ovals using number 2 pencil. (If you do not know the TOP CODE, it can be obtained from the program administrator.)



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MAKE NO MARKS IN THIS AREA.

1. Which of the following statements best describes the written purposes or objectives of this program? (Mark one only.)

- ○ 1. They are adequate.
- ○ 2. They can be improved by implementing modifications which have been identified by the advisory committee.
- ○ 3. They are not acceptable.
- ○ 4. They are not available.
- ○ 5. Don't know.

2. a. Are there written student performance objectives (skills or competencies) for each course in this program?

- ○ Yes
- ○ No
- ○ Don't know

b. If "Yes," are the student performance objectives adequate to meet current employment standards?

- ○ 1. Yes, all of them are.
- ○ 2. Only some of them are.
- ○ 3. No, none of them are.
- ○ 4. Don't know.

3. Which of the following statements best describes the most recent student follow-up data about this occupational program? (Mark one only.)

- ○ 1. The data appear to justify continuing the program in its current form.
- ○ 2. The data suggest the need for program modification.
- ○ 3. The data suggest the possible need to eliminate the program.
- ○ 4. Some data are available but no valid conclusions can be drawn from them.
- ○ 5. There are no data available for review.
- ○ 6. Don't know.

4. Which of the following are systematically used in the *development* or *modification* of this program? (Mark all that apply.)

- ○ 1. Current data on employment opportunities.
- ○ 2. Current data on job performance requirements and/or industry standards.
- ○ 3. Current data on community training needs.
- ○ 4. Current data on emerging trends in job openings.
- ○ 5. None of the above.
- ○ 6. Don't know.

5. Which of the following are systematically used in the *evaluation* of this program? (Mark all that apply.)

- ○ 1. Current data on employment opportunities.
- ○ 2. Current data on job performance requirements and/or industry standards.
- ○ 3. Current data on community training needs.
- ○ 4. Current data on emerging trends in job openings.
- ○ 5. None of the above.
- ○ 6. Don't know.

PROCEED TO QUESTION 6

6. Which of the following statements best describes employment demand for the number of persons trained in this program, considering the geographic area this program is designed to serve? (Mark one only.)

- ○ 1. The demand is greater than the number of students trained for employment.
- ○ 2. The demand is approximately the same as the number of students trained for employment.
- ○ 3. The demand is less than the number of students trained for employment.
- ○ 4. Don't know.

7. Is the advisory committee generally satisfied that the students who complete the requirements of this program are able to perform successfully the tasks required by employers?

- ○ Yes
- ○ No
- ○ Don't know

8. Are specifically designed courses offered in this program to meet local community/industry needs for maintaining and/or upgrading occupational skills?

- ○ Yes
- ○ No
- ○ Don't know

9. Which of the following statements best describes this program? (Mark one only.)

- ○ 1. It does not duplicate a comparable training program in the geographic area this program is designed to serve.
- ○ 2. It duplicates a comparable employment training program in the geographic area this program is designed to serve. However, there is justification for this program as it serves persons who would not otherwise be served.
- ○ 3. It may unnecessarily duplicate a comparable employment training program in the geographic area this program is designed to serve.
- ○ 4. Don't know.

10. Which of the following statements best describes the occupational work experience education (or equivalent clinical training) for this program? (Mark all that apply.)

- ○ 1. It is provided as part of the instructional program.
- ○ 2. It is supervised by appropriate subject matter instructors.
- ○ 3. It needs to be improved.
- ○ 4. It is not offered.
- ○ 5. Don't know.

11. How effective is the central college placement system in locating jobs and coordinating placement for students completing this occupational program?

- ○ 1. Very effective
- ○ 2. Effective
- ○ 3. Borderline
- ○ 4. Ineffective
- ○ 5. Very ineffective
- ○ 6. Have no central college placement system
- ○ 7. Don't know

12. Based upon the college's most recent student follow-up data, what percent of the completers of this occupational program who desired employment are actually employed in their field of training or in a closely related field?

- ○ 1. 90% or more
- ○ 2. 70% to 89%
- ○ 3. 40% to 69%
- ○ 4. 10% to 39%
- ○ 5. Less than 10%
- ○ 6. Don't know

PROCEED TO QUESTION 13

13. How effective is the college system in informing the public about and promoting this program?

- ○ 1. Very effective
- ○ 2. Effective
- ○ 3. Borderline
- ○ 4. Ineffective
- ○ 5. Very ineffective
- ○ 6. Don't know

14. Which of the following statements are true about the number of instructional staff available for the program? (Mark the appropriate answer for each statement.)

	Yes	No	Don't know
It is sufficient to meet student instructional needs	○	○	○
It is sufficient to provide liaison with the advisory committee	○	○	○
It is sufficient to conduct placement activities	○	○	○
It is sufficient to conduct follow-up activities	○	○	○
It is sufficient to maintain the relevancy/currency of the program	○	○	○

15. Which of the following statements are true about all or almost all of the instructors in this occupational program? (Mark the most appropriate answer for each statement.)

	Yes	No	Don't know
They have occupational competency to teach the subject	○	○	○
They have two or more years of relevant employment experience	○	○	○
They have kept current in their field	○	○	○
They need additional inservice training to bring occupational competencies up to industry standards	○	○	○

16. During the last year, has the college provided for the continuing inservice growth of the faculty in this occupational program (such as through conference attendance, inservice workshops, work experience, etc.)?

- ○ Yes
- ○ No
- ○ Don't know

17. Which of the following statements are true regarding the equipment used for this occupational program? (Mark the most appropriate answer for each statement.)

	Yes	No	Don't know
It is adequate to meet training needs	○	○	○
It is properly maintained	○	○	○
It is sufficient in amount	○	○	○
It is maintained to meet acceptable safety standards	○	○	○

PROCEED TO QUESTION 18

18. Which of the following statements are true regarding the instructional facilities (excluding equipment) used by this program? (Mark the most appropriate answer for each statement.)

	Yes	No	Don't know
They are maintained to meet acceptable safety standards	○	○	○
They meet program and student needs	○	○	○
They are functional	○	○	○

19. How adequate are the facilities (classrooms, laboratories, etc.) for this program for providing quality instruction for the current enrollment served?

- ○ 1. Very adequate
- ○ 2. Adequate
- ○ 3. Borderline
- ○ 4. Inadequate
- ○ 5. Very inadequate
- ○ 6. Don't know

20. For which of the following is the advisory committee used for this program? (Mark all that apply.)

- ○ 1. Community needs analysis
- ○ 2. Program promotion
- ○ 3. Program modification
- ○ 4. Program evaluation
- ○ 5. Curriculum development
- ○ 6. Student job placement
- ○ 7. Recommend instructional staff
- ○ 8. Recommend facilities and equipment
- ○ 9. Providing work experience

21. Does the advisory committee meet often enough to be effective?

- ○ Yes
- ○ No
- ○ Don't know

22. In your opinion, how adequate are the funds allocated in the college operating budget (excluding equipment and facilities) to support the achievement of approved objectives for this program?

- ○ 1. Very adequate
- ○ 2. Adequate
- ○ 3. Borderline
- ○ 4. Inadequate
- ○ 5. Very inadequate
- ○ 6. Don't know

23. In your opinion, how adequate are the capital outlay funds allocated for the program for each of the following? (Mark one column for each.)

	Very adequate	Adequate	Inadequate	Very inadequate	Don't know
New equipment to meet enrollment changes	○	○	○	○	○
New equipment to meet technology changes	○	○	○	○	○
Equipment replacement	○	○	○	○	○
Equipment repair	○	○	○	○	○
New facilities that the program needs	○	○	○	○	○
Facilities renovation	○	○	○	○	○

PROCEED TO QUESTION 24

24. In your opinion, what are the **strengths** of this occupational education program? List up to three in priority order.

a.

b.

c.

25. In your opinion, what **improvements** are needed for this occupational education program? List up to three in priority order.

a.

b.

c.

26. a. List the one most significant contribution of the advisory committee during the last two years.

Advisory committee chairperson (or designee) who participated in the evaluation:

Name | Title

Signature | Date

College administrator immediately responsible for the program:

Name | Title

Signature | Date

College administrator comments, if any:

THANK YOU!

MAKE NO MARKS IN THIS AREA.

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CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

STUDENT QUESTIONNAIRE

COLLEGE

NAME OF PROGRAM

DATE

TOP CODE

Your instructor will provide the TOP CODE for this program. Write the number in the boxes at right, then mark the corresponding ovals below the written numbers using number 2 pencil.

Please answer the following questions about the occupational ***program*** *of which this course is a part.*

USE NO. 2 PENCIL ONLY

		YES	NO	DON'T KNOW
1.	Are the performance objectives (skills or competencies) you are expected to learn in this program stated in writing?	○	○	○
2.	Is your progress evaluated in terms of the skills or competencies you are expected to learn?	○	○	○
3.	Are different teaching methods or materials used when needed to help you learn?	○	○	○
4.	a. Have you ever sought help from a counselor at this college for career counseling or guidance?	○	○	○
	b. If "Yes," were you able to get the help you needed?	○	○	○
5.	Have you been told about the types of jobs available to students who complete this program?	○	○	○
6.	a. Did you take any courses as prerequisites for this occupational program?	○	○	○
	b. If "Yes," did the prerequisites help you to succeed?	○	○	○
7.	Is individual help in this program provided when requested?	○	○	○
8.	Please answer the following questions about the equipment used for this program.			
	a. It is up-to-date.	○	○	○
	b. It usually works.	○	○	○
	c. There is enough of it so assignments can be completed on time.	○	○	○
	d. It is safe to use.	○	○	○
9.	Are there enough supplies, reference books, and tools for you to complete your assignments in this program on time?	○	○	○

PLEASE TURN PAGE OVER AND CONTINUE WITH QUESTION 10 →

10. In column A below, *mark up to three items* that you think are **strengths** of the occupational program of which this course is a part. In column B, *mark up to three items* that you think are **weaknesses.**

		A STRENGTHS (Mark no more than 3 items)	B WEAKNESSES (Mark no more than 3 items)
a.	Program instruction (clarity, approaches, methods)	○	○
b.	Relevant job skills/knowledge	○	○
c.	Practical (hands-on) experiences	○	○
d.	Work experience education (or clinical experience)	○	○
e.	Facilities	○	○
f.	Equipment	○	○
g.	Instructional materials and supplies	○	○
h.	Times courses are offered	○	○
i.	Location of instruction	○	○
j.	Class size	○	○
k.	Tutorial or other special assistance	○	○
l.	Counseling services	○	○
m.	Job placement assistance	○	○
n.	Job opportunities for program completers	○	○

11. Please give any comments or suggestions for improving this program.

THANK YOU!

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